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ABSTRACT

This document reports the results of an exploratory study designed to create a typology of programs based on the normative and personalistic dimensions of experiential education. This preliminary typology is unique in that it represents a break-through in providing researchers a classification system theoretically based and empirically tested. It also provides further understanding of the dynamics of the work-centered and person-centered dimensions of programs and their effects on learner outcomes. The study was divided into phases: in 1979 interview data were collected and in 1980 an instrument was developed that could more readily collect data similar to that of the interviews and thus enable classification of the programs. The first year's work identified nine program characteristics that could be used as indicators of normative-personalistic relationships. Interview data were organized around these characteristics, enabling a three-class typology. The 1980 year's work consisted of transforming the interview data-collection process into a more efficient method using an easy-to-administer instrument that could be used with all students, staff, and employers associated with an experiential program. Several pilot tests of the instrument were conducted in Columbus, Ohio, and in Massachusetts. After the pilot instrument was revised, thirty-one programs in six states were finally pilot-tested. Results of the pilot revealed that the instrument developed can readily gather data on normative-personalistic relationships, can be administered to all students, can be scored easily, and provides a better picture of the normative-personalistic dynamics than the interview data. (KC)

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YOUTH IN THE WORKPLACE

The Dynamics of Learner Needs and Work Roles

Technical Report

by

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FOREWORD

Many educational programs have been developed to assist youth in their transitions from school to work. These out-of-school academic and vocational learning enterprises enable learners to acquire knowledge skills and attitudes for their participation in a variety of life roles. One learning site utilized by these experiential learners is the workplace. It is there that the special interactions of the workplace norms with the needs and dispositions of learners have the potential for creating a wide variety of experiential programs.

This document reports the results of an exploratory study designed to create a typology of programs based on the normative and personalistic dimensions of experiential education. This preliminary typology is unique in that it represents a breakthrough in providing researchers a classification system theoretically based and empirically tested. It also provides further understanding of the dynamics of the work-centered and person-centered dimensions of programs and their effects on learner outcomes.

Jacob W. Getzels, Professor of Education and Behavioral Sciences, University of Chicago, served as consulting scholar for the study. His guidance and support in assisting the staff in interpreting his theoretical constructs and applying them to the study are greatly appreciated. Appreciation is also expressed to the National Institute of Education for sponsoring the study and to Ronald B. Bucknam of Home, Community, and Work Group of the Teaching and Learning Division of the National Institute of Education, who served as Project Officer. We are grateful to the following individuals who provided insightful critiques of this study: Henrietta Schwartz, Dean of the College of Education, Roosevelt University; Joseph Grannis, Professor of Education, Teachers College, Columbia University; and Catherine Fitch, Senior Program Associate, the National Center for Research in Vocational Education.

Finally, we wish to thank all the individuals associated with the programs who provided the staff interviewers with time and materials. Over the two-year period students, staff, and employers of sixty-two experiential programs in eight states have graciously given their time and advice. Only limited space precludes our mentioning everyone by name, but we are sincerely grateful for the contributions each has made to this research effort.

Recognition is due Richard Miguel for directing the study, designing the instrument, and preparing this report; Lester Jipp, Research Specialist, for preparing the review of the literature and for coordinating data collection and preparation; Louise Wasson, Graduate Research Associate, for her assistance in the design and data collection phases and for allowing us to use items from her study as related variables for this study; Jeanette McConaughy for editing the report; and Jackie Masters for coordinating technical production of the report.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

The purpose of this exploratory study was to develop an instrument to classify experiential programs. The study was divided into two phases. In 1979 interview data were collected and in 1980 an instrument was developed that could more readily collect data similar to that of the interviews and thus enable classification of the programs.

The theoretical basis for the instrument is derived from the work of Professor Jacob Getzels. Getzels' conception of behavior resulting from participation in a social system is divided into two dimensions: normative and personalistic. The normative or nomothethic dimension refers to work institutions, their roles, and their expectations. The personalistic or idiographic dimension refers to individuals, their personalities, and their needs and dispositions. In the application to this study we are observing experiential learners being placed within work organizations for educational and training purposes. Whether by design or accident, these programs produce varying degrees of socialization to work roles. This study seeks to obtain a measure of the dynamic relationships that exist as the learner needs and dispositions are brought into contact with the roles and expectations of the work institutions. It is the measure of this phenomenon that is used as the basis for the classification of the programs.

A typology of programs, based on theory and empirically grounded, is needed to gather data systematically and to make the application of research findings to the broad spectrum of experiential programs possible. Studies in employability development, for example, guided by such a framework can result in the collection of information that is not only pertinent and precise but also can be related in a theoretically consistent manner.

The first year's work identified nine program characteristics that could be used as indicators of normative-personalistic relationships. Interview data were organized around these characteristics, enabling a three class typology. Two of the classes reflect what appear to be truly characteristic of normative and personalistic types. A third category, transactional types, manifest characteristics of both the normative and personalistic dimensions.

This year's work consisted basically of transforming the interview data-collection process into a more efficient method using an easy to administer instrument that could be used with all students, staff, and employers associated with an experiential program. Several pilot tests of the instrument were conducted in the Columbus, Ohio area and in Massachusetts. These sites were used because they were a part of the interview phase and we wanted to be able to make comparisons.

After the pilot instrument was revised, thirty-one programs in six states were selected for the final pilot testing of the instrument (again, this sample included programs used in the interview phases).

The principal results of the final pilot test revealed that we had developed an instrument that can readily gather data on the normative-personalistic relationships, can be administered to all students, can be scored easily thus facilitating practitioners' use, and that provides a better "snapshot" of the normative-personalistic dynamics than the interview data gave us.

Three other areas of findings are of interest because of their potential implications for policy and future research. Analyses of the data show the distribution of students by program types *vis-a-vis* selected characteristics of the students (e.g., age, sex, race). Second, we analyzed the data for differences in response patterns across the program types (e.g., range of scores on the normative-personalistic relationships, comparison of students' scores with scores of coordinators and employers).

CHAPTER I

OVERVIEW OF RESEARCH PROGRAM

As background and a context for the typology of the study of experiential education programs, this chapter provides an overview of the Learning-in-Work Research Program. The overview begins with an operational definition of experiential education with special reference to planned academic and vocational learning experiences in workplaces. Next, it presents the need for general knowledge about experiential programs, the framework for the Learning-in-Work Research Program, and the current research agenda of which the typology study is a part.

Experiential Education Defined

Increasingly over the years, the education sector and society at large have been attempting to expand the "formal" educational environment beyond schooling to include other aspects of the community, especially work settings. Much of this effort has recently come to be known as experiential education--a term used to differentiate it from the learning that takes place in the classroom. Programs that can be referred to as experiential education are as follows: experience-based career education, cooperative education, the CETA youth employment and training programs, action learning, apprenticeship, clinical experiences, supervised external study, field experience, educational practice, work experience education, work-study, external degree programs, internship, and others.

In spite of these many varied types of experiential programs, the term experiential education is not self-denoting. Since all education is acquired through experience in one form or another, it is only when experiential education is applied to a particular area of educational pursuit that the term assumes special meaning. The particular kind of experiential education of concern here is planned educational experience in workplaces--including both academic and vocational programs. When individuals enter work environments for the purpose of developing knowledge and skills, for enhancing career possibilities through observing and performing work experiences, or for improving career decision-making skills through studying the social context of work, they are learning experientially. Hence, for this research effort,

> Experiential education means planned educational experiences designed to enable learners to acquire attitudes, skills, and knowledge by observing, studying, and performing work and other life roles in the actual environments where those roles normally occur (Miguel 1979a, p. 1).

The Need for General Knowledge

The various programmatic forms of experiential education involve representatives from business, labor, education, and community organizations. While all are enthusiastic about experiential education, many agree that the time has come for systematic investigation. Currently, the experiential education field is surfeited with opinion-type information. However, common, fundamental knowledge about experiential education is only just beginning to be shared across program types despite the need for and interest in such information.

Generally, those in the field would like to know more about the effects of experiential education, how it can be planned and better implemented to improve the impact of the programs, and what content and processes will achieve program objectives for particular target populations. Additionally, they need to know how experiential strategies can be directed toward growth and learning in different areas such as personal, social, and career development. Because experiential education operates in an expanded educational environment outside the schools, more needs to be known about what can be learned in work settings, how institutions can effectively participate to achieve program purposes, and how they can collaborate to attain complementary goals. More also needs to be known about the new roles and relationships created by experiential education and the dynamics of learning within both school and workplace arrangements. Other areas for investigation are the factors within the entire area of experiential education that enhance or hinder the success of the programs. While there is considerable testimony that programs are successful, more needs to be known about what elements of experiential education lead to quality programs.

The areas in which there seems to be considerable interest, but not systematic knowledge, are three-fold: (1) the individual learners and how to conceptualize and implement experiential learning to maximize benefits for them; (2) the institutions, both formal and informal, that constitute, create, and affect the learning environments; and (3) the relationships existing between the learners and the various institutions that effect quality experiential education.

FIGURE 1

Framework for the Study of Learning in Work

UNITS OF ANALYSIS ⇨ ⇩ SYSTEM ELEMENTS		YOUTH (Individuals)	WORK SETTINGS (Institutions)	SCHOOL/WORK SETTING RELATIONSHIPS (Relationships)
Content	What is to be learned experientially that will contribute to youths' personal, social, and career development?	What are youths' needs, levels of readiness and capacities for learning the content?	What can be learned in work settings?	What is the relationship between what is taught in schools and what is learned in work settings?
Process	How can the content be learned?	How can experiential education accommodate different learning styles?	How is the content learned in work settings?	How are learnings gained from school and work settings integrated?
Function	What purposes can experiential education serve?	What are youths' personal expectations for experiential education?	What are the expectations of the work settings for experiential learners?	What do school and work-setting learning experiences contribute to one another?
Structure	What plans, conditions, and arrangements are required for experiential education?	What structural variations are required in experiential education to meet differing student characteristics?	What conditions and arrangements in work settings are required to facilitate experiential education?	What conditions and arrangements are required to ensure the complementarity of school and work-setting experiences?
Pattern	What are the long-term consequences of experiential education?	What are the personal, and career development patterns resulting from youths' participation in experiential education?	What are the patterns of institutionalization of experiential education in various work settings?	What sequences of school experiences and work-setting experiences are likely to promote optional personal, social, and career development for youth?

The Overall Research Framework

The Learning-in-Work Research Program designed a systems analysis model for the investigation of experiential education. The bases of this framework were two-fold: (1) the inquiry models designed by Getzels and associates, (Getzels, Lipham, and Campbell 1968) and (2) Schwartz's (1979) work and consultation. The general research framework depicted in figure 1 is described briefly in the following section.

Systems Elements

As viewed from this framework, experiential education is a system operating within, drawing from, affecting and being affected by other aspects of the environment. While a system can be conceptualized in various ways, we want to know more about five elements of experiential education: content, process, function, structure, and pattern. To understand experiential education we must know the nature and interaction of these elements as well as their relationships to and interactions with other aspects of the environment in which experiential education functions. For the duration of this research program these elements were used in the study of experiential education for two general purposes: (1) to identify the most efficient means to attain specific program goals for specific populations and (2) to identify the combination of inputs that produces the most beneficial experiential learning outcomes. The use of the terms and the corresponding basic research questions are as follows:

Terms	Research Questions
Content: The substance of the system as revealed in the learning achieved by members of the system	What is to be learned experientially that will contribute to the personal, social, and career development of youth?
Process: The operation of the system	How can the content be learned?
Function: The purposes and effects of the system and their relationship to the structure	What purposes can experiential education serve and with what effects?
Structure: The organizational elements of the system	What plans, conditions, and arrangements are required for experiential education?
Pattern: Two or more elements of the system that form a consistent relationship or behavior	What are the long-term effects of experiential education?

Units of Analysis

There are three basic units of analysis--individuals, institutions, and relationships between institutions--and within those basic units, three specific units--youth, work settings, and school/work-setting relationships. A discussion of each specific unit follows.

Youth. The focus here is on experiential learners and their relationship to the five system elements. "Youth" here include secondary school students, postsecondary school (especially community college) students, and out-of-school young people who are interested in and may benefit from experiential education. Further differentiation of these subpopulations includes categories such as handicapped, disadvantaged, and minorities depending upon the relevance to a specific study.

Work settings. The focus here is on the work settings that provide environments for experiential learning and their relationship to the five system elements. "Work settings" here include any area in which work is performed. The learners' experiences in these settings may be in a paid, nonpaid, or volunteer status. This status *vis-à-vis* the status of regular workers in the setting often determines, or is determined by, the nature of the individual learner's participation.

School/work-setting relationships. The focus here is on schools and their relationship to work settings in terms of the five system elements. The transition from school to work, as assisted by experiential education programs, often requires an accumulation of learning from both settings. But there is no magic formula. What to learn, how much, in what setting, at what times, for which learners--none of this is well known.

The Current Research Agenda

Using the framework mentioned above, the Learning-in-Work Research Program, under the sponsorship of the National Institute of Education, developed a research agenda for the first eighteen months--July 1, 1978-November 30, 1979--consisting of six small-scale exploratory studies. Three of those studies were two-year efforts and constitute the present scope of work from

December 1, 1979-November 30, 1980 (Crowe and Harvey 1980, Coleman and Beckman 1980). The remainder of this document concerns only the study to develop the typology.

CHAPTER II

INTRODUCTION TO THE TYPOLOGY STUDY

The Learning-in-Work Research Program is conducting a two-year exploratory study to develop a typology of workplace-based experiential education programs. The basis of this typology is the relationship of learner needs and dispositions to the norms and expectations of workplaces (i.e., the experiential learning environment). This typology will not only provide researchers a theoretically based and empirically reliable classification tool but will also give practitioners a clearer perspective of the effects of the personalistic (person-centered) and normative (work-centered) dimensions of experiential programs.

The following is a report of the second year's work. In this chapter, the reader will find the theoretical background for the study, the statement of the problem, the anticipated contribution of the study, and the objectives of the study.

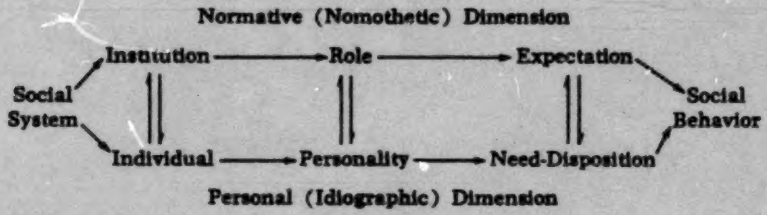
Theoretical Background

Experiential education programs can be classified in many ways: by content, process, function, structure, or pattern. Therefore, although several typologies may exist, no single typology can possibly capture all the characteristics of the programs.

In developing a typology, one must choose a theoretical formulation that is relevant and reasonably well researched. Because experiential education concerns the educational productivity resulting from interaction between learners and workplaces, the work on this typology will be based on the interaction of individuals with institutions as it is described in a social-psychological theory developed by Getzels (1968). His conception of behavior that results from participation in a social system is divided into two dimensions: normative and personalistic. The normative or nomothetic dimension refers to work organizations, their roles, and their expectations; the personalistic or idiographic, to experiential learners, their personalities, and their needs and dispositions. Figure 2 illustrates Getzels' conceptualization.

FIGURE 2

The Normative and Personalistic Dimensions of Social Behavior


Normative (Nomothetic) Dimension
Institution
Role
Expectation
Social System
Social Behavior
Individual
Personality
Need-Disposition
Personal (Idiographic) Dimension

Source: Getzels (1968), p. 80.

Applied to this study, the key terms are as follows:

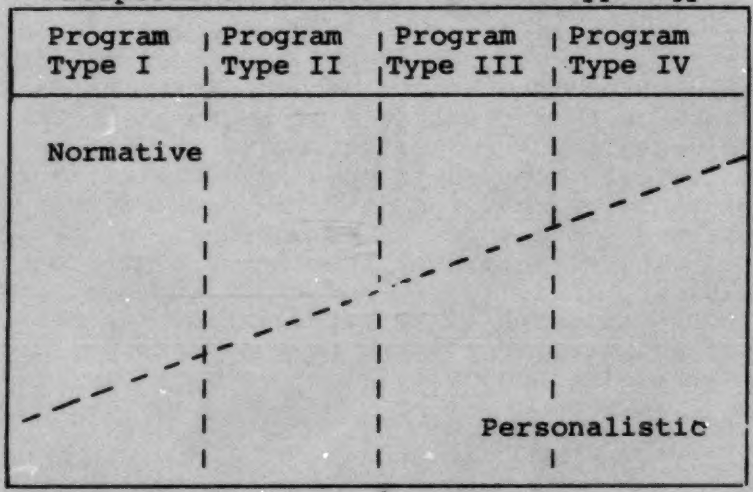
Social system = Experiential education program
Institutions = Work organizations
Individual = Experiential learners
Social behavior = Learner outcomes

The phenomenon under investigation is the relationship of the learner needs *vis-à-vis* the norms and expectations of workplaces. The school is represented by the program that it sponsors. The way in which the school affects the relationship between learners and workplaces is the basis for classifying the program.

The classification principle to be used in developing the typology is the extent to which the program produces normative or personalistic behavior. This determination is based on the following: B = f(R x P), where observed behavior is the function of the interactions of institutional role defined by expectations with the personality of the learners defined by their needs and dispositions. The prospective classification framework is depicted in figure 3.

FIGURE 3

Prospective Framework for the Typology


Program Type I
Program Type II
Program Type III
Program Type IV
Normative
Personalistic

Since there is always some interplay between the normative and personalistic dimensions, it is not possible for a program to develop only normative behavior in the learner. The behavior resulting from program participation would exactly mirror expectations of the work roles of the work organizations. Conversely, to develop only personalistic behavior would allow the needs and dispositions of the learners complete freedom of expression. In reality, neither situation would occur.

Figure 3 illustrates the proportion of interplay between normative and personalistic variables represented by a line cutting through the two. At the left (Program Type I), the proportion of behavior shaped by institutional role expectations is relatively large, whereas the proportion of behavior shaped by the learner is relatively small. At the right (Program IV), the proportions are reversed. In these terms, an on-the-job training program for a particular occupation in a particular organization would tend toward the left, whereas a program of career-exploration experiences in a variety of work settings would be to the right. Program Types II and III (or any number appearing between the extremes) reflect normative and personalistic behaviors respectively but include also significant proportions of the alternate behavior.

Problem

The problem addressed by this study was the development of a comprehensive classification system theoretically based and empirically tested that can guide systematic research on questions fundamental to workplace-based experiential education programs.

To date, no such typology has been developed. In the main the existing classifications of experiential programs have been descriptive of obvious structural features. They have not been theoretically based and empirically tested, nor have they been used to guide systematic research across programs. Instead the majority of research has been directed toward individual programs.

In addition to the fact that these experiential programs demonstrate sufficient similarities to justify labeling them "experiential education," they also exhibit certain salient characteristics that distinguish one from the other. To classify them meaningfully then (with theoretical consistency and conceptual clarity) is to reveal a logical array of unique relationships of key dimensions common to all programs.

Anticipated Contribution

A typology of programs is needed if information is to be gathered systematically and research findings applied to more than individual programs. Studies in experiential education guided by such a framework can result in the collection of information that is not only pertinent and precise but also capable of being related in a theoretically consistent manner.

Typology construction is more than a provocative and creative activity. It is an arduous task, requiring a thorough grasp of the sociological, psychological, cultural, economic, and humanistic dimensions of human development. Although no single study can accomplish the task, this study can make a contribution by providing part of the knowledge that is required.

Although persons involved with a given experiential program understand it well, having a reasonable knowledge of its purpose and function, they know little about all programs as a group. Researchers are hampered in sharing findings because of their inability to demonstrate clearly how an isolated finding for one program is related to the findings for other programs. Those who plan programs and those who implement them, grasping only superficially what is happening in other programs, can misapply practices. Legislators and other policy personnel are stymied when they are challenged to choose among programs for the distribution of funds.

This study examines one fundamental aspect of experiential education: the relationship of experiential learners, with their varying needs and dispositions, to one of society's most basic functions--work, as represented by the institutions, roles, and expectations associated with it. Gaining an understanding of that relationship will aid all decision makers associated with experiential education from students to policymakers. Because of its fundamental nature, this knowledge has the potential for becoming the cornerstone, but not the entity itself, of a theoretically based and empirically tested typology.

Objectives

The first year of this two-year study (ending November 30, 1980) was a qualitative phase for collecting data to answer the following research question:

> Can experiential education programs be classified according to the relationship existing between workplace role expectations and learner needs and dispositions?

Interviews were conducted with students, program coordinators, and employers associated with eighteen programs in four different states. The analysis of the interview data essentially consisted of four steps. First, nine program characteristics were identified as indicators of the normative and personalistic dimensions. Next, interview data were categorized by the nine indicators for all programs. Then the qualitative data were converted to quantitative values to show the proportional relationship. Finally, these results were displayed graphically to reveal the clusterings of program types.

This year's work, the quantitative phase, had the following objective:

> To develop an instrument (1) that gathers information on the nine program characteristics more efficiently than the interview method, (2) that can be administered to all the students in the program (only five students per program were interviewed last year), (3) that can be administered and scored easily (to facilitate practitioner use), and (4) that provides at least as accurate a "snapshot" of the normative-personalistic dynamics as the one provided by the more time-consuming interviews.

Anticipating that the above instrument could be developed, the staff planned to consider further uses and adaptations of the instrument for policy and practice (viz., as a planning, counseling, and evaluative tool). Recognizing that this year's work will consist primarily of pilot testing the initial instrument, the staff intends to discuss what further research and development activities will be required to ensure the further utility and adaptability of that instrument.

CHAPTER III

REVIEW OF THE LITERATURE

The press for a broader spectrum of opportunities in the personal development of American youth continues to mount. While the strongest thrust--in monies appropriated and breadth of community resources involved--came with the youth entitlement legislation in 1977 and 1978, the documented need for improved transitions to adulthood and the world of work continues to appear. Giving Youth a Better Chance (Carnegie Council 1979) and A Bridge Too Long (Nat'l. Com. on Youth 1980) are the most recently published studies of the problem of inadequate transitions from school to work, from youth to adulthood.

Throughout the past decade, a long list of studies appeared pressing for learning programs in the schools that would make more use of community resources, and draw upon a broader set of student interests and talents (Brown 1973, Coleman 1974, Martin 1976, Weinstein 1973, and Wynne 1978). These studies compiled extensive data demonstrating youth alienation and indifference, unemployment, school dropouts, and school failure to reach many who did not drop out. Recommendations called for increased opportunities for youth/adult interaction. This interaction was viewed as indispensable to the development of responsibility, career orientation, and job skills as counterforces to the alienation and disaffection of youth.

That effective career orientation and job skills training can be accomplished in the experiential mode is well documented. Increasingly, strong evidence is appearing that the social, psychological, and intellectual development in some young people can be more effectively accomplished in experiential or community-based learning than in classroom-based programs (Hedin 1980). Some programs claim to serve students' personal developmental needs, while others are designed to prepare youth for employment in specific occupational areas.

This chapter examines the literature in four areas revelant to the study: (1) existing classifications of experiential programs, (2) support for the theoretical base and the method used in this study, (3) history of experiential education development and research, and (4) earlier work on normative and personalistic aspects of socialization.

Existing Classifications of Experiential Education Programs

Previous typologies were developed essentially to describe the range of experiential programs offered. No typology reviewed resulted from systematic research nor was any conceived on an existing theoretical basis. Furthermore, no prior research attempted to investigate the possibility of classifying experiential programs along normative and personalistic dimensions. Instead, the existing typologies reflected careful, logical arrangements of programs based on the "armchair" reflection of the conceptualizers, on their previous reading experiences, and on their program observations. Three of these typologies will be discussed for the sole purpose of illustrating the state of the art of conceptualizing typologies of experiential programs. Interestingly, all the following examples were created at about the same time.

Classification by Content

In discussing his typology, Sexton aptly points out that such categorization efforts are potentially more confusing than enlightening. He speaks of problems such as use of similar terms (e.g., cooperative and internships) which convey different meaning to different audiences. He also notes that the criteria one sets for inclusion and exclusion can impose artificial limits. He then indicates the following "important similarities" of programs:

> They are based on propositions that individuals learn in a variety of ways, that learning takes place in many forms, and that learning continues throughout one's life; they share the common belief that some individuals learn most effectively through real activity, in some cases by structured work experience and in others by less structured 'field study' . . . (Sexton 1977, pp. 2-3).

Pursuant to these areas of similarity, areas of difference are noted: financial rewards the student may hope to gain, the development of career-related skills or attitudes toward a particular career, relationship to and integration with the academic process, amounts of academic credit, length of time involved, and amount of supervision provided by faculty or other staff (Sexton 1977, p. 3).

Sexton (1977, p. 15) then presents a fairly simple seven-group typology including a general description for each type:

1. Cooperative Education
2. Internships (Pre-professional)
3. Internships (General Education)
4. Field Experience
5. Cross-Cultural Field Experience
6. Policy Research Experiences
7. National Youth Service

The author concludes the presentation of his typology by explaining the interrelationships among the above types. He does so by listing twelve characteristics and objectives of the programs and then assigning "by personal judgment" a rating ranging from "never an objective" to "always an objective" (see figure 4).

Although this typology is useful for descriptive purposes, the chart in figure 4 seems to raise more questions than answers from a classification standpoint: Are program types with similar "totals" more alike and those with disparate "totals" more different? Are ratings for objectives in a patterned relationship for the programs, that is, is it to be assumed that cooperative education is like national youth service since their patterns are similar?

FIGURE 4

Typology Example 1: Objectives of Experiential Education Types

Key:

1 - never an objective
3 - infrequently an objective
5 - sometimes an objective
7 - most often an objective
10 - always an objective

	strong academic objectives	general academic objectives	vocational academic objectives	academic supervision	financial compensation	volunteer - community service	real work performed	career relatedness	career preparation objectives	career exploration	personal awareness objectives	cultural objectives	Total
Cooperative Education	3	3	10	3	10	1	10	8	9	3	5	1	67
Internship - (preprofessional	10	3	10	10	7	5	10	8	9	5	5	1	83
Internship - (general education)	10	9	5	10	5	5	10	5	5	7	7	5	83
Field Experience	10	9	3	10	2	5	3	3	2	3	8	7	65
Cross Cultural	9	9	3	7	1	5	5	3	3	2	9	9	65
Policy Research	10	8	5	10	1	5	6	5	3	3	3	3	62
National Youth Service	3	1	3	3	8	2	10	5	3	5	5	5	53

Source: Sexton, Experiential Education (1977), p. 15.

Classification by Differentiating Features

A typology by Nesbitt (Nesbitt 1977) uses an approach similar to Sexton's in that it groups programs by descriptive labels. By listing the program types at the top, he is able to discuss five "differentiating factors":

1. Nature of placement
2. Objectives of the experience
3. The setting
4. Optimal academic level of students
5. Relationships of experience to academic program

This arrangement also reveals no patterned relationships among characteristics in ways that give insight to the nature of the programs. (It should be noted that no such claim is made.) What we have here is a matrix device for discussing five key aspects of experiential education, the relationships of which are made obvious neither within nor between "program types."

In a careful analysis of the phenomena of experiential education, Hamilton (1980) cites the need for a taxonomy for classifying programs. Like the writers cited above, he creates a classification based on a variety of program characteristics: (1) activities in which participants engage, (2) settings in which programs take place, (3) sponsorship of the programs, (4) control by participating students in conducting programs, (5) purpose ascribed to the programs, and (6) participant characteristics and needs.

In Hamilton's discussion of participant characteristics and needs, one dimension of the typology being presented here is anticipated. He points to the failure of most reports advocating experiential education to differentiate among the needs of the different groups of youth being served in such programs and thereby suggests the need to determine how participating youth perceive their experiences. This link is vital in complementing student characteristics with provisions for student need.

Classification by Function

In the perceptive monograph by Crowe and Adams (1979) on assessing experiential education, an attempt is made to categorize the diverse and complex array of outcomes of such programs. Figure 5 reveals five categories of "desired outcomes":

1. Job-skill development
2. Academic development
3. Career development and life skills
4. Personal growth development
5. Social remediation

FIGURE 5

Typology Example 2: Framework for Defining the Outcomes of Experiential Education Programs

	EXPERIENTIAL EDUCATION PROGRAM GOALS				
	Job Skill Development	**Academic Development**	**Career Development & Life Skills**	**Personal Growth Development**	**Social Remediation**
EXPERIENTIAL EDUCATION PROGRAM OUTCOMES	**Job Skills** Entry level In-depth **Job Placement & Retention** Job/Educational Placement Job Satisfaction Employer Satisfaction Long-Term Employment Earnings Employment Stability/Intensity	**Academic Achievement** Reading Writing Mathematics Problem Solving **Educational Awareness** Attitude toward Learning & School Awareness of Educational Requirements/Opportunities Informed Course Selection	**Career Skills** Occupational Knowledge Career Planning & Choice Economic Awareness Use of Career Information **Employability Skills** Work Habits Work Attitudes Development of Job Contacts **Life Skills** Adaptability and Coping Citizenship Stable Family Life Productive Use of Leisure Time	**Self-Awareness** Knowledge of Abilities, Interests, Values Self-Concept Self-Esteem Acceptance of Responsibility/Maturity Decision-Making Skills **Interpersonal Skills** Relations with Family Relations with Peers Relations with Adults Oral Communication	**Economic Indicators** Income Transfer Reduction of Youth Unemployment Cost Effectiveness **Social Indicators** School Return, Retention, Completion Deterrent to Delinquency and Crime Reduction of School Truancy Service to Disadvantaged & Handicapped Learners Reduction of Inequity & Sex Role Stereotyping

Source: Crowe and Adams, Current Status (1978), p. 10.

While the authors do not claim that their framework is designed for the purpose of program classification, they do state that programs can be clustered around goals or outcomes. With its assumption that the characteristics listed under each of the five types are dominant, this system seems to go at least a step beyond mere description in that it uses characteristics of "function" to explain the various programs. The major problem in this approach is that some programs could legitimately lay claim to all characteristics mentioned since "desired outcomes" are the basis for this framework. Further, a more symmetrical presentation of the characteristics would be helpful. For example, skills, awareness, attitudes, and social indicators occupy random places on the framework. Discussion of each of these characteristics across the five types, with differences noted, would be useful.

Support for the Theoretical Basis and the Method

In applying Getzels' theoretical construct to the study of experiential education, we seek to understand the individual learner's needs, dispositions, and reasons for being in workplaces (personalistic dimensions) as they relate to the work socialization occurring through contact with the institutional roles and expectations of those workplaces.

The major question stemming from Getzels' model concerns the dynamics of the interaction of the externally defined role expectations and the internal needs-dispositions. It is this dynamic that our study seeks to clarify.

The foundation for an analysis of the phenomenon of youth learning in the workplace is best sought in research regarding the socialization of youth. Yet, it is significant that the socialization of youth through education is an area about which we know very little. Getzels wrote:

> It is a peculiar fact that until recently students of socialization omitted from consideration issues of education and students of education omitted from consideration issues of socialization (Getzels 1974, p. 218).

He goes on to say that one group paid attention to the family while the other attended to the school. The assumption is that families socialize but do not educate while schools educate but do not socialize. While that observation describes part of the problem, an even greater problem exists, namely, the dearth of research on the workplace as a socializing force for youth learning.

Bronfenbrenner's development of the concept of mesosystems--settings in which the developing person becomes an active participant--provides careful assessment of the research on the workplace as a socializing agent (Bronfenbrenner 1979, p. 209). He finds little work done that contributes to this understanding (Bronfenbrenner 1979, p. 224), however, he has formulated a set of hypotheses that provide a framework for inquiry and research for understanding the impact of the workplace. His doing so reinforces the need for studies such as ours.

The theoretical constructs of Getzels (1968) and Moos (1979) are remarkably complementary in observing social systems and assessing the impact upon individual participants. In developing the theoretical base for evaluating educational environments, Moos finds both environmental and personal systems at work, and affecting each other through the individual's cognitive appraisal and activation and arousal motivation. Moos suggests further that a student adapts to an environment by using a preferred set of coping skills, which result from the mix of the personal system of the individual and the environment where the adaptation occurs.

Getzels uses two dimensions (see page 8) to describe the social process that determines a person's behavior in a given institution (Getzels, Lipham, and Campbell 1968). One dimension reflects the institution with its role sets and expectations influencing behavior. The other reflects the individual's personality, determined by needs and disposition. Moos uses a dual-axis construct to reflect the personal system with its sociodemographic variables, expectations, personality factors, and coping skills (like those of Getzels), and the environment system with the physical setting, organizational factors, human aggregate and social climate.

It is Getzels' construct that provides the theoretical basis for our research and provides considerable guidance for developing a conceptual framework for instrumentations and data analysis. Moos' work clearly supports this approach by providing five guiding principles for our approach:

1. The educational setting must be adequately conceptualized before its impact on students' attitudes and behaviors can be evaluated.

2. The development of environmental assessment procedures should be guided by a flexible conceptual orientation.

3. Students' perceptions provide an important perspective of educational settings.

4. Special attention should be given to the microsettings in which students actually spend most of their time.

5. Environmental assessment procedures should provide educators with a simple way to evaluate their social environments (Moos 1979, pp. 20-21).

Moos sets forth three broad categories for characterizing the social and organizational climate of groups and institutions:

1. Relationship dimensions: identify the nature and intensity of personal relations in an environment. They assess the extent to which people are involved in an environment, the extent to which they support and help one another, and the extent of spontaneity and free and open expression among them.

2. Personal development dimensions: "assess the basic directions along which personal growth and self-enhancement tend to occur . . . ."

3. System maintenance and system change dimensions: deal with the extent to which an environment is orderly, is clear in its expectations, maintains control, and is responsive to change (Moos 1975, pp. 20-25).

Moos suggests that participant perceptions of actions, interactions, and responses within the entirety of a program's activities (social environment) are amenable to empirical measure of each dimension as perceived by participants. Nine major program characteristics are identified by Miguel in the first (interview) phase of this study: (1) program goals, (2) nature of career growth, (3) self-concept development, (4) role of program staff, (5) interpretation and internalization, (6) diversity of work setting experiences, (7) focus of learning activities in work settings, (8) relationship to ongoing work and workers, (9) resource person's method of supervision (Miguel 1979b, p. 35). These program characteristics are compatible with the three features of Moos' schema: (1) relationship, (2) personal development, and (3) system maintenance. It is gratifying to know that our view of the experiential program systems has good coverage in another theoretical construct, but it is Getzels' constructs that enable us to understand the dynamics of those systems with theoretical consistency.

Experiential Education: A Brief Overview of Developments and Research

Conrad and Hedin have prepared an excellent review of the literature which concisely presents a case for experiential education, summarizing viewpoints of various advocates, examining relevant and related research attempts, and summarizing the state of recent research (Conrad and Hedin 1979). Their conclusions imply that, although promising, research findings are neither precise nor extensive enough to be convincing and that they are inadequate to provide guidance to practitioners. Despite this state of affairs, some progress is being made. More is now known about the need for experiential education, and many influential individuals and groups are now advocating it. Qualitative evidence of the program benefits continues to grow, and research progress, although slow, is continuing to improve as indicated in the summaries which follow.

The Need and the Advocates

Adolescents find themselves in transition between the roles of minors and students and the roles of adults, especially work roles, without adult understanding of their needs and concerns (Erikson 1968, Mitchel 1975, and Campbell 1969). Further, these young people find themselves in an unusual plight since their work effort is often considered an intrusion into an already crowded work world (Ausubel and Montemayor 1977).

It has become conventional wisdom to decry the shortcomings of schools while extolling the virtues of experiential learning--especially in workplaces. There is mounting advocacy for all forms of experiential education as an effective deterrent to the isolation that students suffer in schools and as a vehicle for better transition to adult roles (Coleman 1974, Brown 1973, Backman, O'Malley, and Johnston 1978).

The Benefits

Considerable claim is made regarding the benefits derived by participants in the areas of personal and career development. Erikson (1968) is often cited to give testimony to the fact that experiential programs aid individuals in their search for identity. Nevertheless, little research has been done to demonstrate without doubt that it is the experiential program activities that are the solution to the identity search. Further, little or no control is evident for an experiment as serious as trying to effect identity formation. The issue is not so much whether identity is in formation but rather in what way it forms. Is there false accommodation to certain norms? Is there a suitable basis for acceptance or rejection of self and for occupational concepts? Answers to questions such as these are not available. When youngsters are intentionally placed in workplaces to reflect on their self-concepts *vis-à-vis* work-role models, it may be fallacious to claim that all results are beneficial to those learners.

Similarly Dewey (1938), Rogers (1969), Coleman (1979, 1974), and others are sometimes extolled for citing the virtues of "learning by doing" and "real-life learnings." While there is much to champion in their concept, such a prescription is not advocated for every "doing" activity that someone wants to espouse. By directing careful attention to learner outcomes and an appropriate mix of learning strategies, these writers evoked several questions: What are the implications of blanket, "uncontrollable" exposure to the myriad spectrum of workplace norms? Of designing experiences solely on the basis of learner needs? Of turning individuals out into nontraditional learning environments prematurely or too late?

The Growth of Research

Despite the absence of empirical evidence derived from rigorous, experimental research, the data available, although mixed, are beginning to show benefits self-reported by participants. For example, Conrad and Hedin (1978) indicate that a large majority of their nationwide sample of 4,000 students felt they had learned more in experiential programs than in school classes Crowe and Walker (1977, p. 17) report the idiographic (using Getzels' terminology) quality of secondary school internship programs. Stating that learning activities are "derived through negotiation," they hypothesize that each learner experiences a "unique learning environment." Although it is true that their hypothesis is not confirmed, continuing attention is being directed toward specific normative and personalistic features of these programs. Regarding the normative aspects, enlightenment is forthcoming on earnings and occupational status; (Wilms 1974) on the work world, skill levels, and need for better training and career preparation (Grasso 1975); on-the-job training and improvement of attitudes toward work (Frankel 1973); and on meeting employer expectations (Stromsdorfer 1973). Regarding personalistic aspects, we are becoming better informed about increasing effective communication (Bucknam 1976); creating feelings of worth (Friedman, Sanders, and Thompson 1973); testing human-relations and coping skills (Zanderer 1973); exploring careers without commitment (Davis 1971); personal growth (Crowe and Walker 1977); and the development of morals and ego (Hedin 1979).

However, much further research is needed before the interactive effects of the normative and personalistic aspects of these programs can be fully understood.

Earlier Work on the Normative and Personalistic Aspects of Socialization

The Normative Dimension

Central to this study and the formulation by Getzels' is the concept of role. He defines role as "the structural or normative element defining the behavior expected of the role incumbent, . . . that is, their mutual rights and obligations" (Getzels, Lipham, and Campbell 1968, p. 60). He uses the concept of role-sets to develop the framework for understanding social systems. These are defined as "the pattern of role relationships and concomitant, complementary expectations that an individual has by virtue of occupying a single position" (Getzels, Lipham, and Campbell 1968, p. 84).

Bronfenbrenner provides a definition of role similar to Getzels'. He writes, "A role is a set of activities and relations expected of a person occupying a particular position in society and [expected] of others in relation to that person" (Bronfenbrenner 1979, p. 85). He provides a useful analysis of aspects that impinge on the question of roles as contexts for human development. An expectation in this study is that some programs are extremely normative in that they expect students to conform to work norms. In such programs, norms of the workplace prevail over individually felt needs and dispositions. Bronfenbrenner, suggesting strongly that socialization to norms is possible at almost any level of intensity, asserts that

> Role assignment at random in other kinds of real-life situations and the results constitute dramatic evidence that placing people in different roles, even in the same setting, can readily influence the kinds of activities and relations in which they engage and thereby presumably alter the course of their development . . . (Bronfenbrenner 1979, p. 84).

The qualifier "presumably" applies because the evidence is based on single settings without measure or assessment of multiple influence. The creation of opportunities for this "multiple influence" is the basis for Bronfenbrenner's "ecological" approach to understanding human development and is at the core of experiential education.

Getzels stresses the importance of role-sets and draws upon Merton (1957, pp. 371-377) to provide a careful analysis of specific factors of influence and mechanization in this process of socialization. Merton helps in understanding the factors of influence likely to be present when a youth is seeking to learn in the workplace:

1. People involved will play their roles with varying levels of intensity. Therefore, the role incumbent concomitantly will meet expectations of the respective members in varying degrees.

2. Varying levels of influence to impose expectations will exist, but coalitions of influence can neutralize or balance such expectations.

3. Since interaction with individuals in the role-set are not continuous, interactions that are at odds can generally be avoided by engaging each at different times.

4. An individual can make apparent to others the conflicting demands and expectations and the gap between his own wishes and the pressure placed upon him.

5. In coping with such problems, the incumbent can find support from role incumbents in similar situations.

These observations are instructive in that they are concrete, observable, and quantifiable elements that can be measured in seeking empirical data.

As already noted, specific research regarding the socialization of youth and youth development in the workplace is relatively meager. However, studies on the influence of roles is informative. The concomitant norms with which roles are identified provide a measure of socialization and are indicative of what might be observed if extensive research in socialization of youth in the workplace were conducted.

One such study is that by Zimbardo and colleagues of a prison simulation (the Stanford Prison Experiment) in which the roles were assumed by young men (Banuazizi and Movahedi 1975). The pertinent evidence here is the power of the role to influence the behavior of the individual. In this case the "guards" and the "prisoners" displayed behaviors that could not in itself be attributed to personality traits of the individuals alone. A long debate has ensued with regard to the correct interpretation of the findings: whether the results were based on the real influence of a prison environment or on responses to expectations that the investigators in the experimental situation communicated to the participants. The general agreement, however, is that roles carry with them a great deal of thrust and impact that affect behavior.

Bronfenbrenner (1979, pp. 91-92) uses similar reasoning to identify those elements bearing on the matter of role and its influence on behavior. He suggests that the first element is "role legitimation," accomplished by giving the role a context firmly established in society. Thus, the importance of the workplace as the environment for experiential education is established. The second is the presence of structural elements investing the incumbents with reality and purpose to assist youths in meeting their objectives. The third is acceptance of the reality of the role within the role-set.

For more direct insight into role from the perspective of power and submission, the work of Milgram (1963) is useful for understanding the interaction of roles as related to compliance with authority. In an experiment testing the amount of pain a subject may inflict on another person, Milgram demonstrates that the status of authority in a role can have considerable impact on the behavior elicited in a related role. He shows that peer influence also can be immensely influential in role behavior (Milgram 1964).

Turner (1978) proposes the concept of role-person merger to help in understanding the social construction of personality. The thesis suggests that person and role are more likely to be merged or to appear to be merged when there is a systematic pattern showing that a person is not stepping easily from one role to another, that a person resists abandoning a role even in the face of advantageous alternative roles, and that the person acquires role-appropriate attitudes. Turner proposes a series of interactive determinants of such a merger based on principles concerning appearance, effect, and consistency. Based on these, Turner establishes several propositions offered as interactive determinants of merger. While none of this formulation is applied to youth as learners in the workplace, the application is apparent and can contribute to an understanding of the transformations taking place in experiential learning. Three other principles--frames of reference in which there is consensus, a degree of autonomy, and favorable evaluation and investment--are offered by Turner as determinants of role-person merger. These, too, if applied to the interaction between experiential learners and the personnel in workplaces can provide ready assistance in assessing the nature of the interaction and how it influences the normative-personalistic dimensions of the students' placement in an experiential education program.

In considering work and the socializing process, one confronts another kind of dichotomous circumstance. For some, work has a negative connotation. It is a painful necessity. However, since work is the normal way of securing a livelihood, it is actively sought by those who are involuntarily unemployed. Yankelovich (1979, p. 3) reports that the desire to work has not diminished in what he calls the "New Breed of Americans." There are twenty-four to twenty-seven million people not now in full-time, paid jobs who are waiting to take jobs if they become available.

Moore (1971) provides an analytical essay devoted to occupational socialization. Reflecting the dichotomy in perceptions of work, he suggests that this socialization may involve conditioning or commitment: the first reflecting "reluctant" adjustment to a harsh reality; the second, enthusiastic acceptance of pleasurable, fulfilling duties. In this social construct norms exist that must be learned if the worker is to perform. The process of socializing to work norms begins with selection, and the role of school in this selection process is apparent. However, events in the past decade or longer demonstrate the complexity of the problem inherent in this aspect of socialization of youth (e.g., efforts at experiential and career education and youth entitlements for employment).

In spite of the importance of work in this society, socialization of youth to workplace norms is seriously fragmented. An increasing number of studies and reports document the problem (Carnegie Council 1979, National Commission 1980, Wirtz 1975). None of the traditional contributors--family, workplace, neighborhood, or school--provide the influences they once did.

What are the normative dimensions of occupations? The rules of proper conduct in occupations may be very specific. In some they must be because of the specific tasks to be performed and procedures to be followed. However, Moore (1971, pp. 866-867) sets forth a set of normative orientations common to most occupations. The first is the participation itself entering into such a relationship. A contractual arrangement is established, trading the work or services for wages, an exchange that includes a prerogative to pursue one's own self-interest in being alert to opportunities and a fair bargain from the employer. A second norm has to do with time, "temporal ordering." Moore emphasizes the heavy dependence of modern economies on the clock. Thus, punctuality, pace, rate, and rhythm are all a part of performance.

Interdependence, while an intrinsic aspect of the human condition, is magnified many times over in the modern workplace. The assembly line is the timeworn example, but many other operations depend on a "flow" of work, thereby making interdependence essential and its realization much more complex. It is specialization which has made this norm so important.

A basic norm of most occupations is rationality, that is, the expectation that tasks will be performed, problems solved, or crises faced by the use of the best available information and logical inferences.

Most wage and salary earners must accept subordination to legitimate authority. While employment is contractual, the recognition and acceptance of authority is a part of the contract.

Experiential education programs which are normative in character seek to socialize youths to reflect in their habits and performance the norms Moore describes. Often, however, ranked as first to be learned are the job skills themselves. While some elements of what Moore described are to be found in the specific jobs skills being taught, the primary concern usually is the skill in being able to "lay brick," to "carpenter," to "give patient care," etc.

Elijah Anderson (1979) presents cogent observations about black youth employment or lack thereof. Drawing on interviews and personal observations, he describes the array of factors that impinge on black youth and their entry into the work force. He presents what may be called the personalistic and the normative needs in this matter. Serious problems of attitude and personal development exist for many of these youth. The combination of adverse environments, the impact of the Civil Rights movement on black identity and self-concept, and the condition of the job market have contributed, in many cases, to attitudes and habits that militate against satisfying employment. Coupled with adverse opportunity for personal development that is compatible with fulfilling employment is the lack of opportunity to learn skills that meet the expectations of the workplace. Thus, many black youth reach maturity with the need for growth in both the personalistic and normative dimensions we have conceptualized as the functions of experiential education. Their personal ambitions and their expectations from participating as a working, productive member of society are often poorly developed because of the adverse environment of poverty, discrimination, and lack of employment opportunities. Some circumstances prevent development of skills that meet even the lowest level of expectations of the workplace. Experiential education programs of necessity must seek to serve both dimensions simultaneously.

The Personalistic Dimension

As an element of personal development among students the personalistic dimension in experiential education includes the development of interpersonal competence: skill at dealing with people, cross-age interaction, self-testing, confidence in entering new groups.

Knowledge of how people pursue their personal goals is limited. A general assumption has been that people develop purposes meeting the requirements of their social system and learn the rules for pursuing them, as set by the culture.

However, individuals often engage in a process of negotiation when norms are inconsistent with their own needs and dispositions. In short, individuals develop skills to get others to think, feel, or do what they themselves want (Weinstein 1971, p. 753).

The personalistic/normative continuum may be portrayed with hedonists at one extreme and virtual automatons at the other other. Socialization of youth falls far short of either extreme. However, socialization to work norms is more easily defined than development of the personalistic dimension. Foote and Cotrell (1955) define interpersonal skills to include autonomy, creativity, empathy, health, intelligence, and judgment. Gough (1966) suggests another perspective by describing socially mature persons as ones who can live comfortably with others, who can respond adaptively to both ordinary and extraordinary stress, and who can also, when appropriate, rise above or depart from the mores and institutional norms of social control.

"As the twig is bent, so grows the tree" is an expression often heard. It expresses a bit of folk wisdom regarding maturity and social competence. The Oakland Growth Study provides a way in which that adage can, in fact, be tested. Originally called the Adolescent Growth Study this study, began in 1931, was established to examine the physiological, psychological and social aspects of passing through puberty. From the start of the study until graduation from high school six years later, students were observed, questioned, measured, and tested more than 100 times (Elder 1974). Brooks and Elliot (1971, pp. 51-61) have used this carefully collected data, together with interview data collected from members of the same population when they were in their mid-forties, to compare personality characteristics. Many statistically significant correlations are found. Their findings suggest a great deal of stability of personality over a long span of life, giving much credence to the adage cited above. There are more data here showing that those youth who had to go to work and assume adult roles because of the depression benefited from the experience (Elder 1974, 64-82).

In a thoughtful essay entitled "The Development of Interpersonal Competence," Weinstein (1971) provides much understanding and insight. In summarizing findings, he suggests three skills that are basic to establishing and maintaining desired identities: (1) empathy, being able to read and interpret the nature and ingredient of interaction between self and others, (2) having "a large and varied repertoire of lines of action," and (3) having the intrapersonal resources to be capable of employing appropriate tactics in such interactions (Weinstein 1971, pp. 757-758). Miguel has investigated personal characteristics that lead to success in transferring from one career to another (Miguel 1977). His findings are comparable to Weinstein's.

Weinstein (1971, p. 763), in a discussion of "socialization for empathy," which he admits is founded mainly on presumption because of the dearth of hard evidence, he observes that developing a capacity for empathy comes with language learning and role learning. However, he suggests that exposing the child to a breadth and variety of social relationships facilitates the development of general role-taking accuracy. He goes on to say that playing a role is the best way to improve one's capacity to assume new and different roles. The greater the variety of social situations encountered by the child the greater will be the personal acquaintanceship with the exigencies of role behavior in such situations. Presumably this is cumulative and applicable to youth as well.

Acquiring a "repertoire of tactics" in developing interpersonal competence means developing the ability to control and influence how others respond. A process that begins when a baby first cries to get what he/she needs progresses through speech to action and performance. Lindesmith and Strauss (1956) showed distinctions between speech for oneself and speech for others. Elkin (1958, p. 321) has done work showing similar distinctions in social behavior as the child matures. But, it is the tactic of bargaining and exchange that must be learned. As the child approaches maturity, it is less and less a unidirectional process, but rather a reciprocal one. It becomes a process of learning what the role prescriptions and proscriptions are and how one meets them in behavior that expresses one's own ends and desires. Work done by Goode (1960) has shown that there is substantial room for maneuver even within normative boundaries.

Radke (1964) shows that children learn in the family about exchange as an approach for pursuing personal goals and the differences in approach between siblings and parents, as well as between mother and father. Fundamental to the tactics of exchange is "advantageous exchange" which means maximization of outcome in terms of the balance of rewards and costs for the individual (Weinstein 1971, p. 767). Thibaut and Kelly (1959) show how children learn to maximize outcomes by knowing how the other person views one's acts, but not revealing what rewards or costs are being sustained in the exchange. Peer relations are the first training ground for learning this process.

Most adult interactions center on establishing and maintaining situational identities. In any given role each encounter calls forth a slightly different situational identity. From these identities come the legitimacy of the actions taken and the interpersonal tasks performed. Learning the performance which enables one to establish situational identity grows in the same kind of way. Very early children learn that privileges are greater if they are regarded as "good boys and girls." From that time on, a steady progression of skills is learned, from identities established by manifest behavior to claimed identities sustained by giving off the right cues, also learned, to fashioning masks donned for effective interpersonal control. Role-modeling helps the child to improve skill at maintaining the credibility of these masks (Weinstein 1971, pp. 767-768). McCall and Simons (1966) provide insight into this process of borrowing from "prestigious" performers to develop situational identities.

The third element of developing interpersonal competence as Weinstein analyzed it is interpersonal competence. Having developed the skill of empathy and the tactics to provide for one's own best interest in interpersonal encounters, one must also be able to invoke these tactics. This is not a foregone conclusion. "Rule boundedness" or the "bureaucratic personality" as identified by Merton (1957) can be conditioned early in life and extend to areas of life beyond organizational roles. At the other end of such a continuum is one who will use any line of action believed capable of effecting outcomes beneficial to oneself. Machiavellian in concept, Christie and Merton (1958) defined parameters of this behavior. Empirical evidence appears to indicate that persons high in Machiavellian traits are more interpersonally competent (Christie and Geis 1964).

Personal orientations which negatively affect motivation for interpersonal competence include those which see the world and its inhabitants as unfair (McClaskey and Schoar 1965). A work by Roher, Seemean, and Liverant (1962) suggest that persons with an internal locus of control (i.e., regarding one's actions as having an orderly, direct influence on the consequences of one's experiences) have high motivation for personal competence. An external locus of control tends to be associated with success as an unpredictable commodity; therefore, persons with this orientation presumably have less confidence in achievement through their personal control. Conversely, failure avoidance as a major orientation is likely to reduce flexibility in the kinds of interpersonal tasks one is likely to undertake.

Weinstein (1971, p. 773) suggests that while training of youth includes role acquisition as an appropriate goal, it does not necessarily produce effective individuals. Youths too often are asked to focus on meeting the expectations of roles and lose sight of the personal aspects of the situations. Thus, learning about matters such as interpersonal effectiveness happens only incidentally whereas such learning would more likely be ensured if it were made a conscious part of the training process.

Steinberg and Greenberger's (n.d.) study on part-time employment provides additional insights. This study is based on the premise that work is a fourth world, together with home, school, and peer group, that impacts on the socialization of increasing numbers of youth. Steinberg and Greenberger have used

Bronfenbrenner's ecological perspectives as an organizing framework in conducting their study. The work enhances our understanding of the impact of work in the process of youth socialization. Their findings indicate that (1) working reduces time spent with parents and the family but not with peers; (2) girls may enter the work force to some degree as a result of weak emotional ties to their parents; (3) working has a negligible impact on the quality of family and peer relationships; (4) working does not provide complete autonomy over the expenditures of the workers, nor do working and regular earnings lead to increased autonomy in other areas; and (5) the workplace is not a source of close personal relationships.

From the perspective of paid work, entered into obstensibly at the initiative of the youth, this study provides important insight into the fourth factor of socialization. Two dimensions which were not considered are:

1. What is the impact of work experience when the school has deliberately incorporated the workplace to bring about developmental/learning objectives for youth?

2. What is the impact of work experience when the engagement between student and the workplace is a non-paid, voluntary one?

When a mesosystem configuration as formulated by Bronfenbrenner is arranged in which the school intentionally uses the workplace to contribute to youth development and transitions, significantly different observations may occur. It is likely that insight generated by Steinberg and Greenberg and by us will complement each other nicely.

Summary

The illustrations of current framework or typologies of experiential programs point out that existing conceptualizations are neither theoretically based nor empirically tested and that they are, in most cases, descriptive of obvious structural features. The discussion of the work of Bronfenbrenner and Moos demonstrates credible support for the choice of the theoretical base and the method used in this study. The brief overview of experiential education research and developments and the discussion of earlier work on normative and personalistic aspects of socialization highlight the tremendous scope of youth learning in workplaces.

The next chapter presents the procedures for constructing a typology based theoretically on Getzels' model of the relationship of normative and personalistic dimensions of institutions and individuals.

CHAPTER IV

METHODOLOGY

This chapter consists of a brief summary of the first-year work (the interview phase) and a description of the procedures used to accomplish the objectives of this second-year work (the questionnaire phase).

The Interview Phase

Phase I included the collection, analysis, and interpretation of interview data to classify the programs according to the relationship between workplace role expectations and learner needs and dispositions. The procedures were adapted from an earlier study of Getzels and Guba (1956). The following is a brief summary of the procedures in this phase.

Twenty programs in Columbus, Ohio; San Francisco; Oakland; Orlando; Tampa; Springfield, Massachusetts; Stockbridge, Massachusetts; and Boston were settings for interviews conducted between March 15 and May 18, 1979. Ninety-four students, thirty-four program staff, and thirty-eight work-setting representatives were the interview subjects. The interview schedule was used more as a guide than as a rigorous agenda and the interviewers were free to depart from it as the situation required. No claim is made for the representativeness of the interview sample. The subjects were selected by the program coordinators on instructions from the investigators to choose program staff, students, and work setting personnel who were representative of the program. It is obvious that many factors such as personal judgment, availability of persons at the time set for interviewing, and proximity of programs within interview sites entered into the final selection. The programs used for the interview phase of the typology study are shown in figure 6.

The interview data were recorded in handwritten notes during the interviews. Soon afterward, the portions of the interviews that were relevant for further analysis in the role-expectations/needs-dispositions framework were transcribed onto a data outline designed for that purpose. Each transcript was read for role expectations that might be related to learners' needs/dispositions and vice versa, as previously defined. Each role expectation and each needs/disposition was listed on a card with its

FIGURE 6

Brief Descriptions of the Sample of Programs (Year I and Pilots I and II)

EXPERIENCE-BASED CAREER EDUCATION (Oakland) Provides high school juniors and seniors an alternative to traditional schooling by having them learn (without pay) by working with adults in the community over the period they are in this alternative school. Develops self-knowledge, career knowledge, and essential skills for carrying out life roles.

EXPERIENCE-BASED CAREER EDUCATION (Orlando) Places juniors and seniors from a comprehensive high school in a mentor relationship (without pay) with a wide variety of workers of different employment levels four days a week for one or two semesters. Projects that integrate academic knowledge with career learnings are completed by each student.

AUTO MECHANICS (Tampa) Specializes to accommodate senior vocational shop students, who have completed their in-school job preparation, by placing them in paying auto mechanics jobs for the entire school year. By applying the theory, fundamentals, and skills they acquired in school, students get work experience to enter the job market.

BURKE APPRENTICESHIP PROGRAM (Boston) Places a small number of high school juniors and seniors in paid apprentice-like relationships with workers within a corporation for twenty hours a week throughout the school year. With a city high school as a partner, this business-sponsored program assists disadvantaged youths in career preparation.

COMMUNITY LABORATORY EXPERIENCE (Tampa) Places senior high school students of outstanding academic achievement and intellectual ability in laboratory situations (without pay) to give them exposure to actual job situations in mathematics and science fields. Learners spend about six hours per week for one semester in this honors course.

COMMUNITY LEADERSHIP AND PARTICIPATION (Orlando) Provides high school seniors opportunities to learn and explore careers through volunteer service to the community for one semester. Much emphasis is placed on reflection sessions, which focus on the personal and career meaning of the voluntary experiences.

EDUCATION COLLABORATIVE (Lee, MA) Cultivates specific job skills in high school juniors and seniors by placing them in business sites five half-days a week. On-site vocational education studies mean time and money do not have to be spent on a training period. Most students are paid.

WORK EXPERIENCE EDUCATION (Freemont, CA) Provides high school juniors and seniors paid work experience and opportunities to learn about the employment cycle of getting, keeping, and leaving a job. Students are at worksites as much as twenty hours a week from one to four semesters. In-school activities emphasize job expectations.

DISTRIBUTIVE EDUCATION (Columbus, OH) Prepares high school juniors and seniors for eventual full-time employment in sales, marketing, or merchandising jobs. Students spend half a school day on the job for one to four semesters, receiving pay as they learn.

EXECUTIVE HIGH SCHOOL INTERNSHIPS (Tampa) Provides socially gifted high school juniors and seniors nonpaid opportunities to observe and participate in creative problem solving in a business management setting. For one semester full time, students are in an intern-like relationship with management personnel in various companies.

LINWORTH ALTERNATIVE PROGRAM (Worthington, OH) As part of an alternative high school, students engage in field-based activities that they negotiate. These nonpaid activities develop basic skills, strengthen human relations skills, encourage independent thinking, and increase the self-confidence that is essential for future careers.

PREAPPRENTICESHIP PROGRAM (Westfield, MA) Provides early school leavers with paid preapprenticeship training for one year. Activities include shop and classroom exercises to develop the skills and knowledge necessary for the job, which is part of the program. Participants get one-year credit toward an apprenticeship.

PROJECT YES (Boston) Provides disadvantaged youths placement, orientation, counseling, and monitoring while they are engaged in paid employment twenty hours a week throughout the school year. Students are regarded as employees-in-training. Counseling activities by regular employees and a counselor help in work adjustment.

STUDENT APPRENTICESHIP PROGRAM (San Francisco) Places academically talented high school seniors in business and professional apprentice-like situations (without pay) for six to ten hours a week after school hours for a semester. Learners get to test themselves in a possible career field while getting career exposure.

CETA/YEP (Oakland) Provides economically disadvantaged high school students with paid work experiences in which they can develop job skills and knowledge in a supportive learning environment. Students may participate up to twenty hours a week for the school year.

PROJECT LEARN (Medford, MA) Provides high school students paid (subsidized) on-the-job training in health careers in a hospital setting. Students learn job skills needed for becoming a nurse's aid and career knowledge and awarenesses that may lead them to pursue education and training for other health careers.

WORK EXPERIENCE PROGRAM (San Francisco) Places high school juniors and seniors in paid community part-time jobs for the purpose of work experience. The high school, itself, is designed to provide a supportive environment to help youths who are experiencing difficulties in their lives. Developing good work habits and attitudes are the major goals.

OCCUPATIONAL WORK ADJUSTMENT (Columbus, OH) Provides potential dropouts at the junior high level paid work experience for several hours a week and an in-school program designed to make academics meaningful and career related. Prepares youth for entry-level jobs but also encourages them to continue on into high school.

source in the interview data. In many instances the same factual item repeats on the various transcripts (see appendix A for data examples).

When completed the cards were divided (1) in terms of the content of role expectations (e.g., employer's work ethics), and (2) in terms of the learner's needs/dispositions (e.g., career exploration). In the sorting process it became evident that some of the items had nonprogram or only tenuous program association (e.g., what a learner likes to do for recreation), whereas other items could be seen as program-related indications of the normative or personalistic dimensions. The former items were discarded.

The items retained after this preliminary inspection were again reviewed to derive a minimal number of categories for analytic purposes. The emphasis was placed on defining the major areas of normative and personalistic dimensions, discarding those that seemed of minor importance, such as those that occurred in isolated segments of the program. At this point, the major areas were defined as fundamental program characteristics with clear-cut variation across all the programs in terms of normative and personalistic dimensions. For example, statements of program goals--an obvious program characteristic--clearly reflect variation of the normative and personalistic dimensions across all the programs. A program goal to develop the skills and attitudes necessary for entry into the auto mechanics field is an indication of the normative dimension. A goal to develop self-awareness by testing one's interests in a variety of experiences is indicative of the personalistic dimension. These nine major areas were identified:

1. Program goals
2. Nature of career growth
3. Self-concept development
4. Role of program staff
5. Interpretation and internalization
6. Diversity of work-setting experiences
7. Focus of learning activities in work settings
8. Relationship to ongoing work and workers
9. Resource person's method of supervision

Selected as a panel, five judges were given detailed descriptions of the theoretical construct of the typology and descriptions of the normative and personalistic dimensions for each of the nine major areas (see Appendix B of this report for the definitions). The judges were given the opportunity to practice assigning data cards (other than those from the interviews) to either normative or personalistic categories. From this exercise a third category emerged: a combination of normative and personalistic.* Further, some data cards reflected stronger evidence of the normative or personalistic dimensions. In sorting the data cards, the panel indicated the degree to which each of the nine major areas was normative or personalistic:

- Principal characteristic: dominant or noticeably stronger for one specific program than for other programs

- Secondary characteristic: evident but recessive in comparison with other programs having the same type of characteristic

For each of the nine major areas a program could possibly receive a positive rating on both dimensions--hence, the origin of transactional types.

Numerical designations for all cards for each program were totaled, giving a total score for the normative dimension and a total score for the personalistic dimension. The proportional relationship of normative and personalistic dimensions for each program was calculated by adding both scores and then dividing that number first into the normative rating to determine the percentage of normative and next into the personalistic rating. For example, if a program received eighteen points for normative and six points for personalistic, the proportions were 75 percent normative (18 divided by 24) and 25 percent personalistic (6 divided by 24). Due to the either-or nature of the scale used and the absence of finer gradations, some programs appear to be 100 percent normative or personalistic. This, however, is theoretically impossible and inconsistent with the researchers' observations. The percentages do reflect a reasonable ordering of the programs along the continuum shown on page 50. Therefore, the purpose of the percentages is to show relative ordering of the programs rather than precise measures of the normative and personalistic dimensions. The resulting proportional relationships were charted, revealing several distinct clusterings of programs. Although this was a simplistic procedure, it did enable a positive response to the questions of classification based on interview data.

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* Getzels' term for this phenomenon is "transactional." See Getzels (1968, pp. 146-150).

The Questionnaire Phase

Overview

Phase II also included collection of data from students, program coordinators, and employers on the nine program characteristics identified in Phase I. A three-stage pilot-testing strategy was used to develop the data-collection survey instrument. Each pilot test in the development of the instrument included programs used in the interview phase so that comparisons could be made. As a result the objective of the study was met: an instrument that (1) could readily gather information on the nine program characteristics, (2) could be administered to all the students in the program, (3) could be administered quickly and scored easily, and (4) could provide at least as good a "snapshot" of the normative - personalistic dynamics as that provided by the more time-consuming interviews.

Phase II succeeded in developing an instrument that produces results similar to those of the interviews. Most of the work, therefore, consisted of transforming the substance of Phase I into a new form. The procedures of the second-year phase may be outlined according to the following steps:

A. Development of the survey instrument
  1. Pilot test 1 in Columbus area and revision
  2. Pilot test 2 in Boston area and revision

B. Final pilot test (six sites)
  1. Selection of sample
  2. Data collection
  3. Data analysis
  4. Comparison of results and final revision

Instrumentation

The instrument used in the final data-collection stage evolved from two preliminary incremental testing and revision efforts--one in February and the other in early April of 1980.

Pilot Test I. Initial efforts to design the first incremental test, administered locally, were characterized by several false starts. First, we thoroughly reviewed the interview data from Phase I to generate items that would cluster around the normative and personalistic dimensions of the nine program characteristics identified in Phase I. Figure 7 shows the general design of the instrument. We had little difficulty in writing the items, although there was an uneven distribution (ranging from 1 to 10) in the cells in figure 7. Undeterred, we tested these items (mainly for readability and communicability), using a Likert scale. Details will be spared here since the test was not productive.

FIGURE 7

General Design of the Instrument
(Phase II)

Program Characteristics	Possible Items (derived from interview data)	
	Normative	Personalistic
1. Program Goals		
2. Career Growth		
3. Self-Concepts		
4. Staff Role		
5. Interpretation		
6. Diversity		
7. Nature of Exp.		
8. Learner Role		
9. Employer Role		

Though there was some range of response on the normative items, the personalistic items were very problematic. Regardless of what we expected for results (using interview data as a base), students in normative and personalistic programs responded similarly, and all saw their programs as highly "personalistic," using these items as a measure. We should have anticipated this perception, since the programs we work with are exemplary and the students' successes produce a "halo effect" over all responses--that is, participants want to rate everything as "wonderful," "terrific," and "great." Thus,the responses we received attempted to quantify the normative and personalistic aspects of the program characteristics out of context of the relationship existing between those aspects. This was an inconsistency with our theoretical base. Realizing this we focused on measuring students' perceptions of the relationship between normative and personalistic aspects of the nine program characteristics. This produced the format and matrix for the instrument, which remained the same throughout the study--although revisions on certain items continued till the end of the study.

To induce the students to respond in such a way as to show the interaction between normative and personalistic aspects of each program characteristic, we used a direct and simple strategy. For each program characteristic, we wrote two statements, one reflecting a normative extreme and the other, a personalistic extreme. Then we asked students to distribute ten points between the two, thereby showing us their perceptions of the proportional relationships. In early tests of this strategy, we had no problem in allotting ten points per item. However, some students felt that ten points per item were too many, giving reasons such as "it didn't apply" or "it was a weak part of the program." We allowed the option to use fewer than ten points in all subsequent tests, an aspect that will be discussed in detail later. Figure 8 shows the format we adopted for pilot testing.

Pilot Test II. Having an instrument that seemed to work reasonably well, we chose the northeast section of the country for our next pilot testing because we had used several program sites in Boston and its environs for Phase 1. After the instrument was administered at each site (usually in a classroom arranged for testing purposes), we discussed each item with the coordinator and students and noted their criticisms, which we considered in subsequent revision. We also piloted several strategies for having employers complete the instrument. The most expeditious (but least effective) was to have students deliver the instruments to their employers, who in turn would mail them to us. Although the most effective way was to have the coordinators handle data collection from employers in the way best suited to their programs, most were unable or unwilling to do so given time constraints and other responsibilities associated with the close of the school year. Although our sample was small, the correlations between student scores and those of the coordinators and employers were high (.78 and .83 respectively).

The results of the Boston pilot were very encouraging. Figure 9 shows the results. Although NP scores changed for the same programs included in years one and two, their relative positions remained the same. That is, normative programs were still normative, and higher-to-lower normative values were evident. Note that two new personalistic programs were added, since we had had none in the Boston areas the first year.

Figure 9 is a comparison of the results from the interview phase and this year's pilot of the instrument, using only programs that were included in both data-collection periods. The coordinators were the same; the students were not. These results show programs holding to their primary grouping quite consistently (e.g., the same ones were categorized as normative both times). As we expected, the pilot scores, being more precise than the interview scores, reflect a distribution closer to the median point on the continuum (figure 9), thereby reducing the wide and unrealistic swing to the extreme (i.e., no program was 100 percent normative or personalistic as was the case in the first year). The dotted lines on figure 9 show the relationships of the new programs to similar programs in the first year.

FIGURE 8

Instrument Format
(with scoring examples)

Normative Statments				Personalistic Statements
N---------------------- -----------------------	10	(1) GOALS	0	P----------------------- ------------------------
N---------------------- -----------------------	8	(2) CAREER GROWTH	2	P----------------------- ------------------------
N---------------------- -----------------------	6	(3) SELF-CONCEPTS	4	P----------------------- ------------------------
N---------------------- -----------------------	5	(4) STAFF ROLE	1	P----------------------- ------------------------
		. . . . (9)		

Legend

Item 1: Indicates that goals are exclusively normative (e.g., job training).

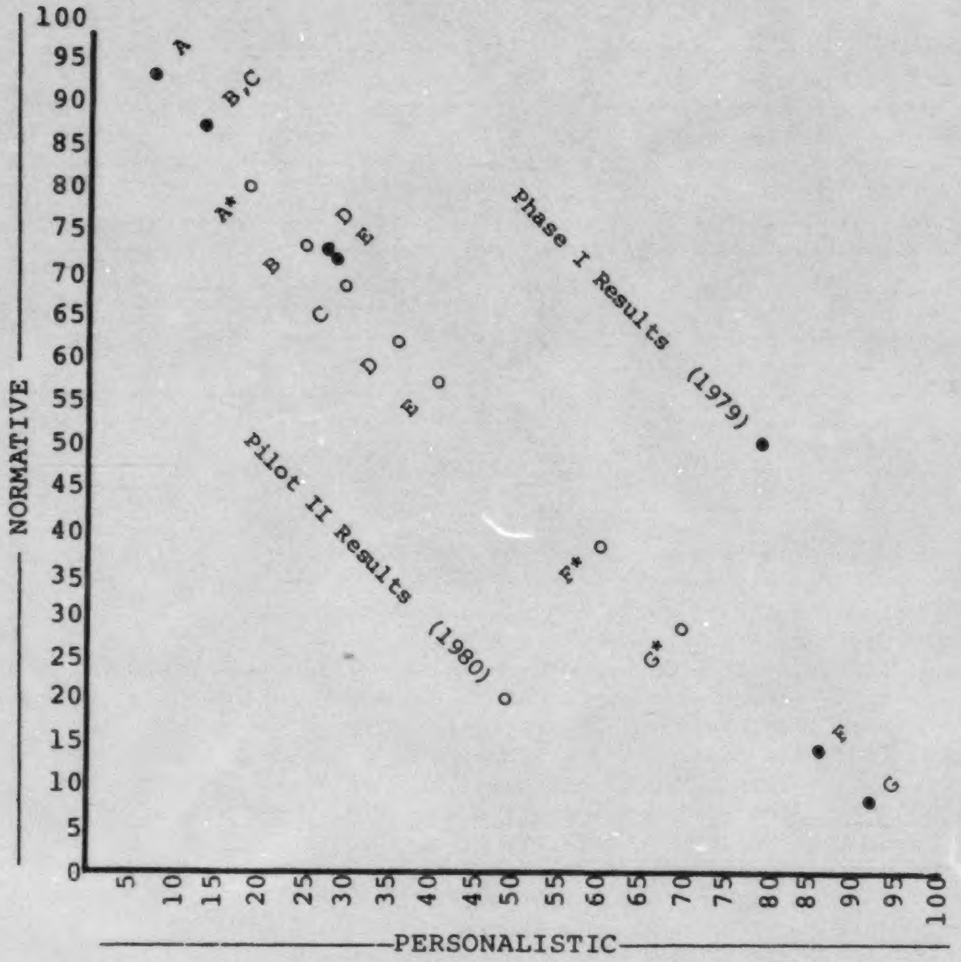
Item 2: Indicates that career growth is strongly normative (e.g., ready for job-entry) but also somewhat personalistic (e.g., some career exploration).

Item 3: Indicates that self-concept as worker is being established in a particular occupational field but that self-concepts in the personal development areas (e.g., being socially adept, confident, etc.) are being developed.

Item 4: Indicates that staff role is more normative (i.e., reinforcing of employers' expectations). Note the use of fewer than ten points means a lessening of the weight or importance of the item to this respondent.

FIGURE 9

Comparison of the Results of Phase I and Pilot II
(Boston area)



Key to Programs

A.	Work Experience San Francisco	E.	Project LEARN Medford, Mass.
A*	Work-Study Worcester	F.	EHIP Tampa
B.	Burke Apprentices Boston	F*	EHIP Stamford, Conn.
C.	Berkshire Collaborative Lee, Mass.	G.	EBCE Orlando
D.	CETA/YES Boston	G*	Community Career Exploration Wincester, Mass.

* Denotes counterparts in Pilot II and Phase I (e.g., A and A*)

After reviewing the results on item discrimination and the respondents' critiques, we revised each of the items. More often than not we referred to the theory to help us discern clearer distinctions. It should be noted here that an urgency to get students to respond to their unique program experiences and the first-hand experiences of the data collectors were compelling forces in item writing--but they were circumscribed. Such considerations made us lose sight of the purpose of indicating (by item) the dynamic relationship between normative and personalistic dimensions. Consequently, the item would invariably yield meaningless data.

When the instrument was finally ready for our final pilot test, we printed everything on one piece of paper. Many of ourcontacts with data-collection sites stressed that the instrument should not be long or time consuming. Also, if teachers were to use it voluntarily in the future such specifications would be in order, and it also would be easy to score. We were on safe ground with these requirements. Figure 10 represents the items of the instrument, which was folded in half with the directions on the front and the items on the inside. The back was used to obtain the following data: age, sex, GRA, occupational experience, and father's occupation, pay, duration of experience, and type of credit.

Sample

Thirty-one programs (see Appendix C) in Ohio, Florida, Iowa, Arizona, California, and Oregon were chosen in order to reflect a semblance of geographic distribution in keeping with the research done by Getzels and associates (1968), which indicated that role expectations differ by region in the United States. Also, these states were selected because they represent diverse approaches to the design and implementation of experiential education. For example, in Florida, program development is generally initiated and supported as a result of commitment within the county school district. In Ohio, vocational educators have become involved in the implementation of programs on a statewide level. In Arizona and Oregon, community agencies and councils have demonstrated strong leadership in designing and sponsoring options in experiential learning. And in California, the Association of Work Experience Educators has been assertive in advocating its views on work experience education. The leadership of that organization, coupled with the variety of experiential education options available in that state led us to select California.

The thirty-one programs considered in this study were selected on the basis of their conformity to the definition of "experiential education" cited in chapter 1. These programs place students in workplace settings where they interact with

FIGURE 10

Instrument Developed to Measure Perceptions of NP Relationships in Experiential Programs

REMEMBER: Read both sides of the item before you put your 10 points in the boxes. Give more points to the statement that describes your experiences better.

		Item #		
The main purpose of the program is training, helping me develop job skills and work habits.	8	(1)	2	The main purpose of the program is personal development, helping me understand myself and my educational goals better.
The major career outcome of this program is exploring possible career choices.	3	(2)	7	The major career outcome of this program is getting work experience so I can enter the job market.
This program helps me extablish myself as a regular worker.	10	(3)	0	This program helps me learn more about myself and the different personal or educational goals I can pursue.
The main responsibility of the program coordinator is to help me plan and carry out experiences to meet my learning needs and interests.	3	(4)	7	The main responsibility of the program coordinator is to help me learn job requirements and meet employer's expectations.
I rely mostly on the opinions of experienced workers for an understanding of what I am getting out of my worksite experiences.	8	(5)	2	I talk a lot with peers, teachers, and others to help me get a better understanding of what my worksite experiences mean for my future plans.
When I am at the worksite, I get to choose a lot of the activities I do.	4	(6)	6	When I am at the worksite, almost all my work is what the supervisor tells me to do.
When I am at the worksite, I spend most of the time trying out a variety of different jobs.	1	(7)	9	When I am at the worksite, I spend most of the time on a few specific jobs that I become good at doing.
My role at the worksite is that of an employee--people expect me to be there to do my job.	9	(8)	1	My role at the worksite is that of a learner--I learn by observing and assisting others with their work.
My worksite supervisor treats me like the other employees, telling me what to do and checking to make sure I do it right.	8	(9)	2	My worksite supervisor spends time with me as a teacher or counselor does, talking more like a friend than an employer.

CHECK: The points in each set of boxes should add up to 10 or less. *(R.J. Miguel, 4/4/80)*

NOTE TO READER: Statements on the left are normative for items 1,3,5,8,9 and personalistic for 2,4,6, and 7. Statements on the left are the opposite (e.g., normative (I) personalistic) See appendix E for items on related variables.

Computation of NP scores in above example:
N raw score = 72 P raw score = 18
N% = 80% P% = 20%

adults, learn skills, explore careers, gain work experience, and earn money and/or high school credit.

Selection of programs mandated the investigation of a cross-section of experiential education. Twelve of the thirty-one programs were carry-overs from the interview phase so that comparisons were possible. Other exemplary programs selected to complete the range required by this study were chosen because of proximity to the first group selected (to minimize cost) and because of a desire to include at least one of the following within the final selection: junior high school programs, federally funded programs, vocational education programs, academic-based programs, technical education programs, out-of-school youth programs, and privately sponsored programs. Beyond that, we included two or more of some generic models (but in different cities) to check whether differences would appear in our findings on programs ostensibly similar (e.g., CETA/YEDPA, Distributive Education, and EBCE).

Five hundred fifty-eight (558) students, 40 program staff, and 146 employers were the respondents. As in the first year, no claim is made for the representativeness of the sample. To set up such a sample would have been prohibitive in terms of costs and time. It is assumed, nevertheless, that the sample was an adequate cross-section of experiential programs for exploratory purposes. We asked that all participating students, staff, and employers who were working with students complete the instrument. With the exception of the employers (as expected), we had an excellent response rate. But only student scores were the basis of the classification. Those employer scores obtained were coded so that they could be matched with students to perform additional analyses if time and resources were available. This was accomplished to some extent and will be discussed later.

Data-Collection Procedures

Time. The timing of the administration of this particular instrument is very important. From early piloting, we discovered that scores within a program can vary considerably depending on how long students have been in the program. For example, within one normative program, two students who were recent enrollees (both having been there fewer than three weeks) received much higher personalistic scores than the others. Again this timing factor was difficult to control within the limits of our resources, but we tried to have the instrument administered in the last-quarter period of the program time span or toward the end of the year if the program was of longer duration. The data were collected at the following times:

Sites:	Dates:
Ohio Columbus Hilliard	April 23-25, 1980
Florida Tampa Apopka Orlando	May 7-9, 1980
Iowa Ames Des Moines	May 12-13, 1980
Arizona Gilbert Mesa Scottscale Phoenix	May 14-16, 1980
California Danville Castro Valley San Francisco Oakland Fremont	May 14-17, 1980
Oregon Portland Milwaukie Tigard	May 19-20, 1980

Method of data collection. The instrument was administered on site by one of our staff members (Louise Wasson, Lester Jipp, or James Pearsol). The students, who were still enrolled in the program, met in a room (usually in their school) and completed the instrument in a typical testing situation. The test administrators followed a set of procedures outlined in advance. The program coordinator completed his/her version of the instrument at the same time. Total administration time did not exceed twenty minutes. Students were asked to take the employer's version to the worksite to be completed (our only choice with nearly half the programs). The general ground rule was that there should be no direct contact with employers, whose response was to be strictly voluntary.

Calculating the proportional relationships. The method for determining the proportional relationship between normative and personalistic aspects of a program is a simple one--one that program coordinators can use easily. It consists of the following:

Normative Percentage = All student scores on all normative items ÷ All student scores on all items x 100

Personalistic Percentage = All student scores on all personalistic items ÷ All student scores on all items x 100

An individual's score is calculated by the same method, using only his/her scores.

The analyses and tabulations. The purpose of developing the instrument is to provide a means of determining normative and personalistic proportions that is easier and less time consuming than the interview method while within reasonable accordance with the results of those interviews. Therefore, the analyses and tabulations focus directly on the following questions:

1. What is the proportional relationship between the normative and personalistic dimensions for each program.

2. What classes of programs are evident in this schema?

3. How do these results compare with results of the interview phase?

4. What is the distribution of students and what are the differences in NP response patterns among programs (i.e., by sex, age, grade point average, father's occupation, and race)?

5. What are the differences in NP response patterns on selected program characteristics of the programs (i.e., occupational classification of program experiences, characteristics of participating employers, pay, duration of program, and academic credit)?

6. What are the differences in NP response patterns among programs by selected values perspective students have of the programs (i.e., regarding quality, satisfaction, and learner outcomes)?

CHAPTER V

RESULTS

In Phase I of this study, we identified nine program characteristics having clear manifestations of the normative and personalistic dimensions of experiential education. We analyzed interview data concerning those program characteristics and determined a method for classifying the programs. This year we addressed the following objective:

> To develop an instrument that (1) can readily gather information on the nine program characteristics, (2) can be administered to all the students in the program, (3) can be administered quickly and scored easily, and (4) can provide at least as good a "snapshot" of the normative/-personalistic dynamics as that provided by the more time-consuming interviews.

Review of Phase I

Before this year's results are discussed, a brief review of the results of Phase I is in order. Four steps led to the construction of the preliminary typology. First, nine program characteristics were identified as indicators of the normative and personalistic dimensions.

1. Program goals
2. Nature of career growth
3. Self-concept development
4. Role of program staff
5. Interpretation and internalization
6. Diversity of work-setting experiences
7. Focus of learning activities in work settings
8. Relationship to ongoing work and workers
9. Resource person's method of supervision

Second, with a reasonable measure of reliability, the interview data were categorized by normative and personalistic dimensions for each of the program characteristics. The categorization of the data by a panel of judges enabled us to show the proportional relationship of the normative and personalistic dimensions for the programs.

Third, a numerical value assigned to the data on the nine program characteristics (and on duration of program, pay, and academic credit) facilitated calculation of the proportional relationship. Fourth, when the calculations of the proportional relationships were charted, the programs tended to be distributed as shown in figure 11. The resultant clustering of programs seems reasonable--that is, it portrays programs in a manner consistent with the general observations of the researchers. Five clusters of programs are evident. One group of seven programs clusters toward the normative side of the scale and another group of four, toward the personalistic side. Three groups appear between the two extremes.

It should be noted that programs K and Q in figure 11 show 100 percent for personalistic and normative, respectively. Admittedly, this is not the case. As noted in the previous chapter, this finding is a result of the minimal gradation on the scale used. In addition, the procedures resulting in such calculations were not at this time sufficiently sensitive or inclusive to capture every aspect of the normative and personalistic dimensions. Nevertheless, the purpose of the calculations was to show the relative ordering of the programs, and objective that was accomplished.

The Preliminary Typology

Figure 12 was created to depict the classification of programs resulting from the analysis of interview data. This preliminary typology shows three main categories of programs: normative, personalistic, and transactional. The transactional category is further divided into three subcategories: adaptive, reciprocal, and transitional.

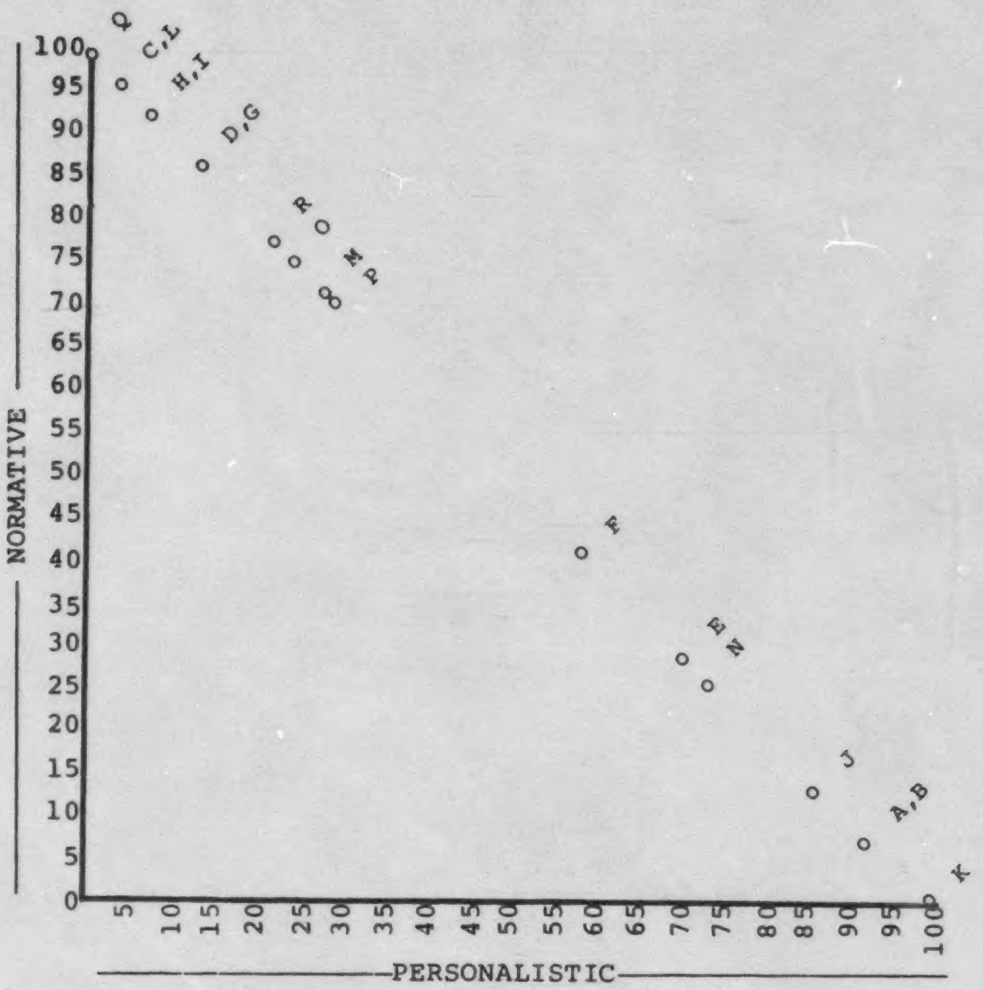
Descriptions of Program Types

The following are brief descriptions of the normative, personalistic, and transactional characteristics of experiential education programs. They summarize from the findings the salient normative and personalistic characteristics inherent in programs of the typology.

Normative characteristics. Normative programs emphasize the acquisition of knowledge, attitudes, self-concepts, and skills designed to enhance the learners' chances for success in their chosen fields of work and to confirm their identity with the work. These programs give very high priority to an understanding of job requirements and work ethics as well as to practice in the proper use of tools and procedures specific to the occupation. The most prominent feature is occupational preparation--whether

FIGURE 11

Clustering of Programs along the NP Continuum
(Phase I)

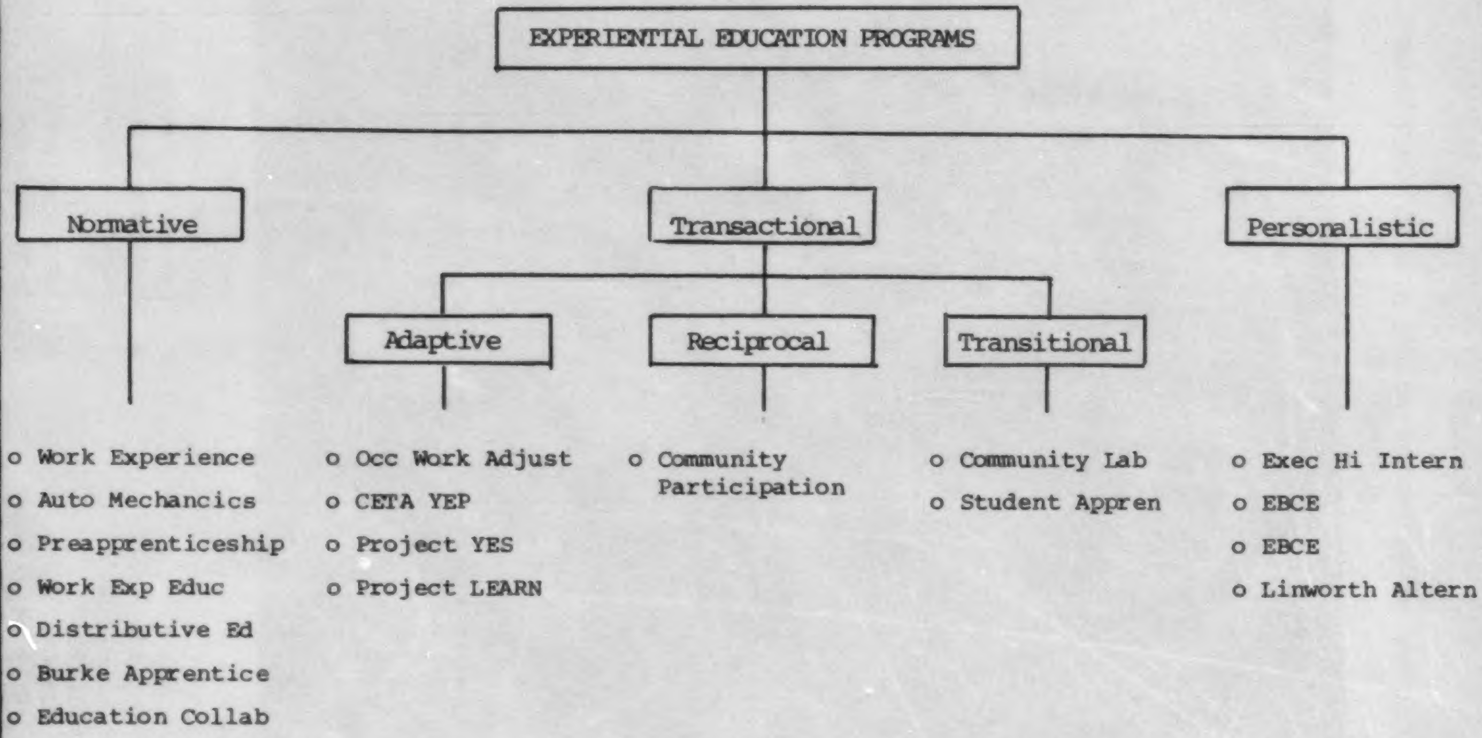


Key to Programs

Q.	Work Experience	M.	Project YES
C.	Auto Mechanics	P.	Project LEARN
L.	Preapprenticeship	F.	Community Participation
H.	Work Experience Education	E.	Community Laboratory
I.	Distributive Education	N.	Student Apprenticeship
D.	Burke Apprenticeship	J.	EHIP
G.	Education Collaborative	A.	EBCE (Oakland)
R.	Occupational Work Adjustment	B.	EBCE (Orlando
O.	CETA-YEP	K.	Linworth Alternative

FIGURE 12

Preliminary Typology of Experiential Education Programs (Phase I)


EXPERIENTIAL EDUCATION PROGRAMS
Normative
Transactional
Personalistic
Adaptive
Reciprocal
Transitional
o Work Experience
o Auto Mechancics
o Preapprenticeship
o Work Exp Educ
o Distributive Ed
o Burke Apprentice
o Education Collab
o Occ Work Adjust
o CETA YEP
o Project YES
o Project LEARN
o Community Participation
o Community Lab
o Student Appren
o Exec Hi Intern
o EBCE
o EBCE
o Linworth Altern

for an entry-level job or one with long-term career potential. The type of work institution in which the preparation occurs is usually similar to the one chosen for career pursuit.

The usual role of staff is to make learners aware of the expectations of the workplaces and to assist them in meeting those expectations. In-school learning activities consist of training designed to prepare learners to function successfully in specific work roles. Learners are expected to internalize the rules, regulations, and conventional job wisdoms associated with the work situations as standards for their own behavior.

Work activities are central to learning at the workplaces--they are the curriculum. Learners spend long periods of time (about twenty hours a week for at least one semester) in a single work setting. Their work assignment includes regular, productive work. Learners assume worker roles early and strive to become independent in those roles. Learners' activities are at the discretion of the worksite supervisors, but, often having a more routine and repetitive quality, they are seldom the same as those of the supervisors.

Learners are usually paid and, therefore, are subject to the same consequences and controls as the regular workers. If academic credits are given, they are referred to as work-experience credits and do not replace required academic subjects.

Personalistic characteristics. Personalistic programs emphasize the needs, interests, and dispositions of the learners in every aspect of program operation. The major outcomes sought are in the domain of personal growth. Work settings and their activities are not the object but the medium of learning. In regard to career development, the objectives are in career awareness and exploration rather than in preparation for specific work.

Exploration is an important step in identity formation and, as the primary learning activity, aids greatly in self-concept development. Learners seek many opportunities to test themselves in a variety of situations--a necessary activity prior to career choice and implementation. Unlike the normative experience, success in exploration can actually constitute several "failures" or rejected activities, provided that a degree of self-knowledge results.

Intrinsic to the role of program staff is attention to learner needs and interests, as well as assistance to learners in their pursuit of personal goals. In-school activities are devoted to interpretation of the experiences in individualized terms. Learners are not expected to internalize the expectations of workplaces. Rather they discuss their positive and negative reactions to those expectations and examine the long-term implications of these expectations.

The personal objectives of learners are the central focus of activities at the workplace. Learners and program staff negotiate with employers and others to create a learning environment that will be conducive to learner objectives and at the same time not disruptive to the operations of the workplaces. Learners usually spend short periods of time in a variety of work situations and seldom are expected to do ongoing, productive work. Workplace supervisors communicate with learners on a personal level in a mentoring relationship. Learners often get to do work similar to that of the supervisor and are encouraged to undertake original projects.

Learners, in most instances nonpaid, are therefore not subject to the consequences or controls of pay. When academic credit is awarded, it is either for academic or elective subjects--the total amount rarely exceeding the equivalent of the credits assigned for one regular course.

Transactional characteristics. A transactional program has a combination of normative and personalistic characteristics to such a degree that the program acquires a hybrid quality. Since experiential education programs deal primarily with transitions from school to work, exhibiting varying degrees of attention to workplace norms and learner needs, it is not surprising that many of the programs are characterized by this transactional quality.

The greater the emphasis on learner needs and dispositions the closer the program will be to personalistic in type. Conversely, the more emphasis placed on workplace roles and expectations, the closer the program will be to normative type. The relative proportions of both dimensions is what distinguishes the program as transactional. It is the balance between normative and personalistic dimensions set up and maintained by the programs that defines transactional learning experiences and outcomes.

The subcategories of the transactional program type shown in figure 12 are three-fold. the Adaptive-Transactional subtype places a strong emphasis on normative characteristics but recognizes that learners have a real need for career exploration and for support and guidance in developing work attitudes and skills. The Transitional-Transactional emphasizes the learners' needs for in-depth exploration and self-awareness but within a realistic work situation, one in which actual work roles are tried out. The Reciprocal-Transactional Type provides a dual emphasis on the normative and personalistic dimensions.

Comparison of the Results of Phases I and II

The principal results of this year's work include the determination of (1) the normative-personalistic proportions (NP scores) for each of the programs via the new instrumentation and (2) the resultant classification schema. Where possible and appropriate, we shall compare these results with those of Phase I.

The proportional relationships between the normative and personalistic dimensions of each program were calculated in the same manner in both phases. That is, the normative score was calculated by dividing the students' total normative raw scores by the students' total normative and personalistic raw scores. The same operation was used to determine the personalistic.

$$N\% = \frac{N}{N+P} \times 100 \qquad P\% = \frac{P}{N+P} \times 100$$

Table 1 shows the NP scores for the eleven programs that were in both phases. The most striking difference is that the range of NP scores narrows considerably in Phase II. This was expected since a minimal-gradation scale was used in Phase I. That is, values were assigned to N or P on an either-or basis. In Phase II the students' responses on the instrument provided a more refined scale.

The rank order held up well, especially for the personalistic programs (G-K), and no programs changed primary-identification groups. That is, all programs identified as personalistic in Phase I were still personalistic in Phase II.

Program G is a volunteer service program sponsored by a high school. As mentioned in the first-year report, this program was somewhat an enigma, a program that the interviewers expected to be more personalistic than it proved to be. On the other hand, program J proved to be more personalistic than was expected. While the rank order is the same, the interviewers' impressions seem to be more in line with the Phase II data, in that the gap in scores is not so great and the NP relationship appears to be depicted with greater fidelity. Programs H and I (and to some extent K) do seem to be reasonably comparable in both phases. In-depth analyses of program differences, to be discussed later, will shed further light on these program groupings.

Figure 13 compares the clustering of programs. In both phases there is a clean separation between two primary groups of programs--consequently, the genesis of the normative and personalistic types of programs. Phase II, however, shows tighter clustering, avoiding the extremes that Phase I revealed. This finding is more believable. As reported earlier, extremism is

TABLE 1

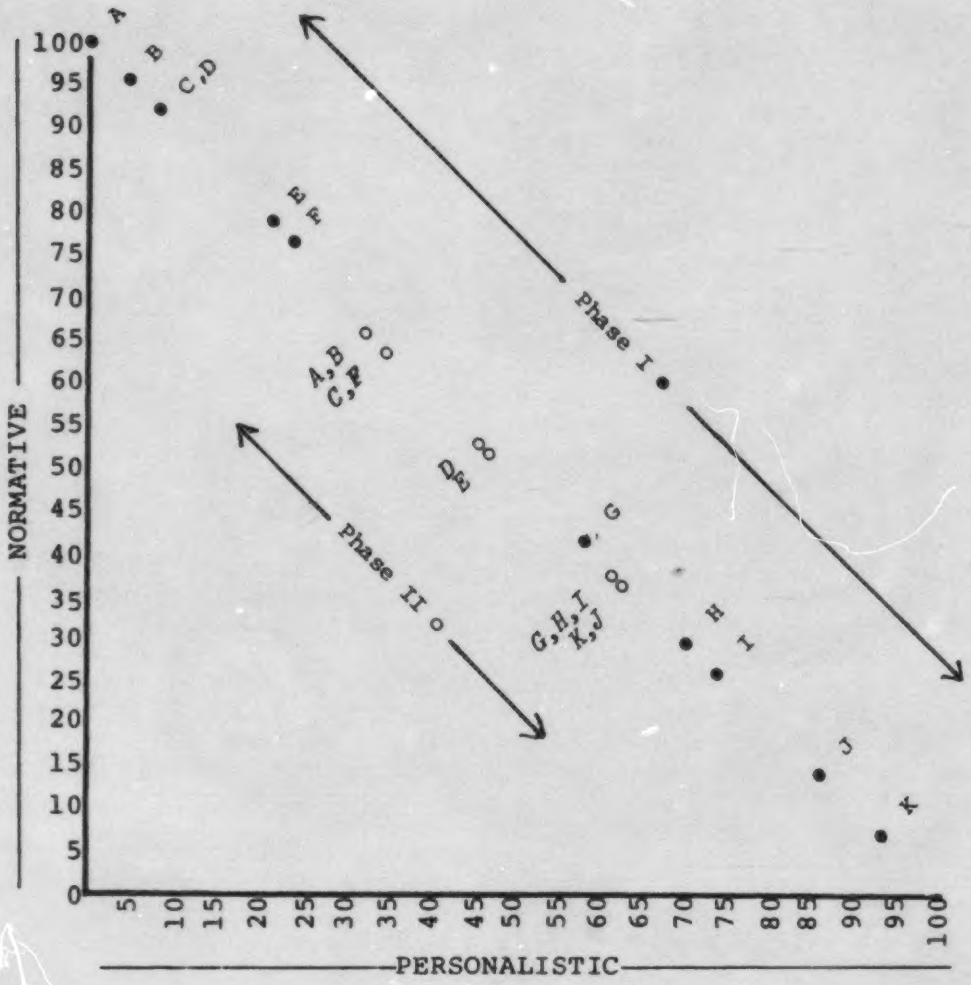
Comparison of NP Scores for Phases I and II

	Programs	NP Score Phase I	Rank*	Rank*	NP Score Phase II
A.	Work Experience San Francisco	100%- 0%	1	2	62%-38%
B.	Auto Mechanics Tampa	96%-04%	2	1	63%-37%
C.	Work Experience Education Freemont	92%-08%	3	3	59%-41%
D.	Distributive Education Columbus	92%-08%	4	5	53%-47%
E.	Occupational Work Adjustment Columbus	77%-23%	5	6	51%-49%
F.	CETA YEP Oakland	76%-24%	6	4	58%-42%
G.	Community Participation Orlando	42%-58%	7	7	39%-61%
H.	Community Laboratory Tampa	29%-71%	8	8	39%-61%
I.	Student Apprenticeship San Francisco	27%-73%	9	9	39%-61%
J.	Executive H.S. Internships Tampa	14%-84%	10	11	36%-64%
K.	EBCE Orlando	8%-92%	11	10	38%-62%

*N.B.: Rank determined before rounding off.

FIGURE 13

Comparison of the Clusterings of Programs along the NP Continuum (Phases I and II)



Key to Programs

A. Work Experience
B. Auto Mechanics
C. Work Experience Education
D. Distributive Education
E. Occupational Work Adjustment
F. CETA-YEP
G. Community Participation
H. Community Laboratory
I. Student Apprenticeship
J. EHIP
K. EBCE

not probable in program types, and would suggest automatons (100% N) or hedonists (100% P).

NP Scores and Classifications for All Programs

The addition of NP scores for the other twenty programs in the sample does not extend the range significantly beyond the range depicted for the eleven programs in figure 13. The range for normative programs using only N scores was 72-64; it changed to 72-63. The range for personalistic programs using only P scores was 72-61; it changed to 73-56. Tables 2 and 3 show the NP scores for all the programs. Figure 14 shows the resulting clusters of programs on the NP continuum.

Using 50% as the dividing point renders two major clusters of programs. Those programs characterized by higher mean N% scores will be referred to as the normative group (N group). Those with higher mean P% scores will be referred to as the personalistic group (P group).

Figure 15 shows the Phase II programs by the classes proposed in Phase I. The main concern in the categorization at this point is the lack of clear separation between the transactional subclasses within the generic normative and personalistic classes of programs. The Reciprocal-Transactional subclass of Phase I was dropped. In essence, it was "squeezed" out when the new NP scores clustered more closely to the midpoint. The four remaining subtypes are reasonably well grounded empirically. At the extremes, the normative class consists of programs concerned with career preparation; the personalistic, with those that are highly exploratory and attentive to learner-centered needs. The two Transactional subclasses consistently reflect the strong blend of normative and personalistic factors. The Transactional-Normative group is more normative than personalistic, indicating emphasis on work readiness and personal development, in that order. The Transactional-Personalistic reverses these emphases with personal and academic development being of greater importance than career development. Actually, the focus is career exploration rather than job-skill development.

Perceptions of NP Relationships

This section looks at findings on NP relationships according to program characteristics (i.e., individual items on the instrument), individual NP scores for students, and the relationship fo student's NP scores to those of coordinators and employers. For convenience sake, all programs with higher normative mean scores will be referred to as N group. Similarly, programs with higher personalistic mean scores will be referred to as P group.

TABLE 2

Results of NP Scores for Normative Programs
(N Group)
(ranked by N%)

Program I.D. No.	Program Name	Mean N%	Mean P%	Mean N Raw Score	Mean P Raw Score
402	Auto Mechanics (Tampa)	62.88	37.12	55.3333	32.6666
502	Work Experience (San Francisco)	61.60	38.40	48.4286	30.1905
703	Co-op Work Experience (Milwaukie)	61.22	38.78	53.2000	33.7000
302	T & I Co-op (Ames)	60.70	39.30	51.1515	33.1212
203	Distributive Ed (SH) (Des Moines)	59.83	40.17	49.1538	33.0000
501	Work Experience Ed (Freemont)	58.99	41.01	50.6667	35.2222
702	CETA Home Repair (Portland)	57.92	42.08	51.9000	37.7000
603	Div. Work Experience (Phoenix)	57.68	42.32	50.3043	36.9130
505	CETA YEP (Oakland)	57.60	42.40	47.0000	34.6000
601	Co-op Education (Gilbert)	57.24	42.76	47.8571	35.7500
202	CETA CBE & NH (Des Moines)	57.06	42.94	46.5000	35.0000
201	Distributive Ed (NH) (Des Moines)	57.00	43.00	49.6190	37.4286
301	Distributive Ed (Ames)	56.73	43.27	48.4737	36.9737
102	Occupational Work Exp (Hilliard)	56.54	43.47	48.9474	37.6316
103	Distributive Ed (Columbus)	53.20	46.80	47.2500	41.5625
101	Occupational Work Adj (Columbus)	51.00	49.00	43.8571	42.1429

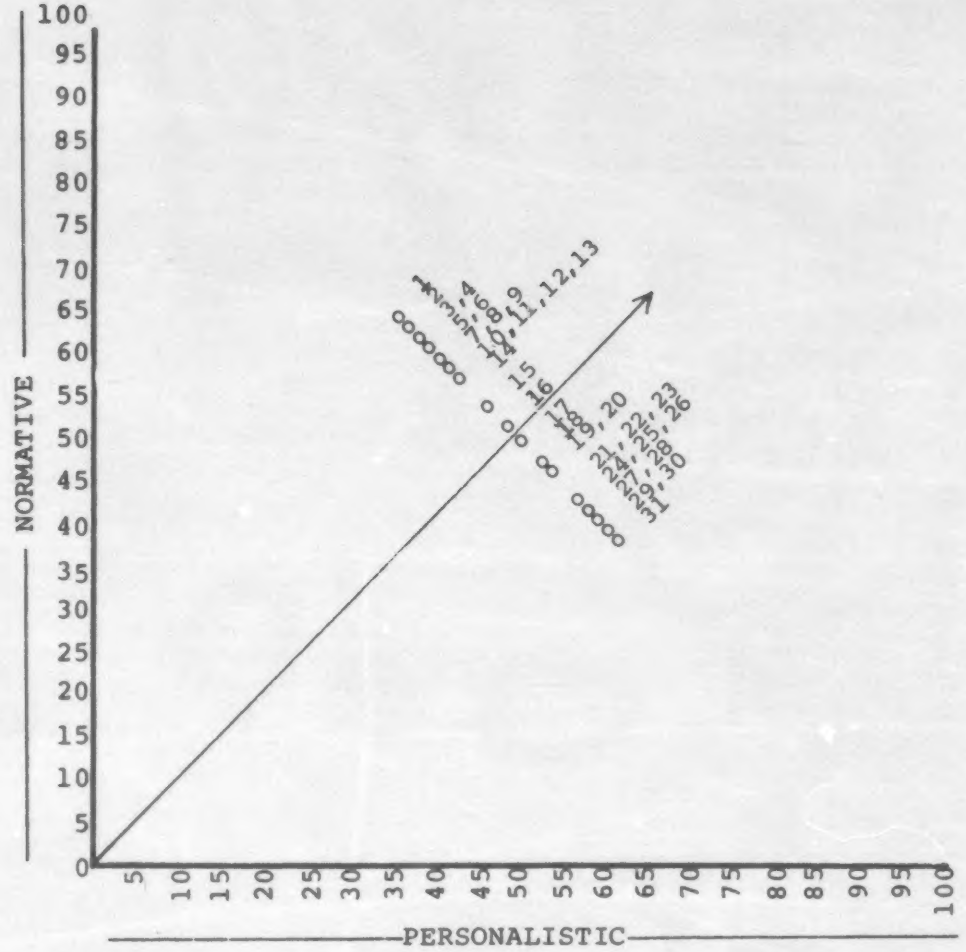
TABLE 3

Results of NP Scores for Personalistic Programs
(P Group)
(ranked by P%)

Program I.D. No.	Program Name	Mean N%	Mean P%	Mean N Raw Score	Mean P Raw Score
401	EHIP (Tampa)	36.12	63.88	29.4996	52.1818
303	EBCE (Ames)	36.34	63.66	32.2222	56.4444
504	EBCE (Castro Valley)	37.00	63.00	30.7143	52.2857
605	Indiv. Career Observation (Mesa)	37.79	62.21	27.7500	45.6875
406	EBCE (Orlando)	37.81	62.19	33.0000	54.2800
404	Community Participation (Orlando)	41.35	58.65	29.8000	42.2667
407	Community Laboratory (Tampa)	39.40	60.60	34.4546	53.0000
503	Student Apprenticeship (San Francisco)	42.64	57.36	31.6429	42.5714
604	Group Career Observation (Mesa)	40.18	59.82	31.2857	46.5714
405	Medical Careers (Apopka)	40.39	59.61	34.8333	51.4167
403	EHIP (Orlando)	41.29	58.71	35.8367	50.9592
701	EBCE-CE2 (Tigard)	44.91	55.09	40.0000	49.0690
704	CETA Career Exploration (Portland)	45.38	54.62	37.8571	45.5714
506	Community Internship (Danville)	45.86	54.14	38.8000	45.8000
602	Community Service (Scottsdale)	48.00	52.00	42.4000	45.9333

FIGURE 14

Clustering of Programs along the NP Continuum
(Phase II)

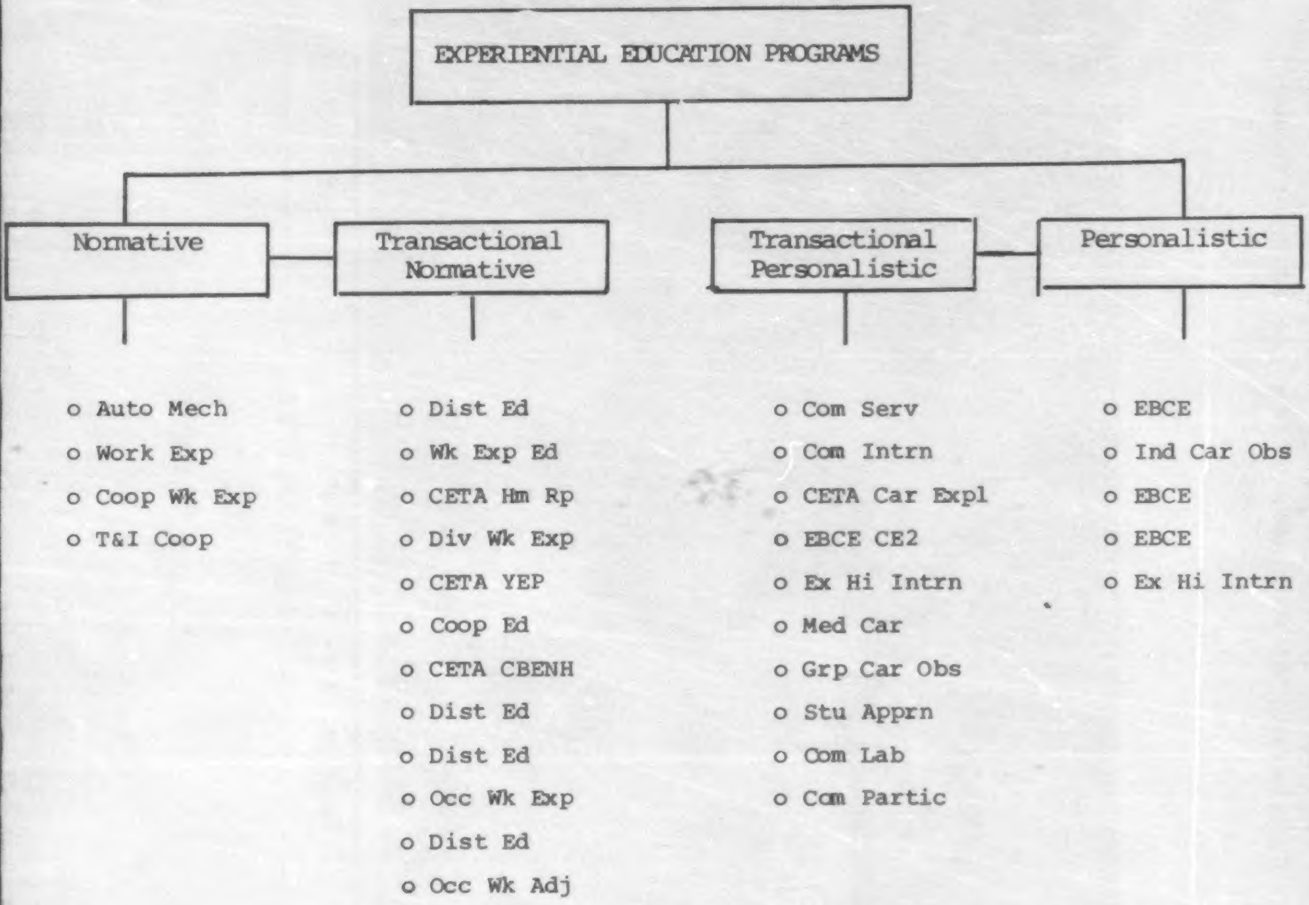


Key to Programs

1. AutoMech
2. WkExp
3. CoopWkExp
4. T&I-Coop
5. DistEd
6. WkExpEd
7. CETAHmRp
8. DivWkExp
9. CETA-YEP
10. CoopEd
11. CETA-CBENH
12. DistEd
13. DistEd
14. OccWkExp
15. DistEd
16. OccWkAdj
17. ComServ
18. ComIntrn
19. CETACarExpl
20. EBCE-CE2
21. ExHiIntrn
22. MedCar
23. GrpCarObs
24. StuApprn
25. ComLab
26. ComPartic
27. EBCE
28. IndCarObs
29. EBCE
30. EBCE
31. ExHiIntrn

FIGURE 15

Revised Typology of Experiential Education Programs (Phase II)


EXPERIENTIAL EDUCATION PROGRAMS
Normative
Transactional Normative
Transactional Personalistic
Personalistic
o Auto Mech
o Work Exp
o Coop Wk Exp
o T&I Coop
o Dist Ed
o Wk Exp Ed
o CETA Hm Rp
o Div Wk Exp
o CETA YEP
o Coop Ed
o CETA CBENH
o Dist Ed
o Dist Ed
o Occ Wk Exp
o Dist Ed
o Occ Wk Adj
o Com Serv
o Com Intrn
o CETA Car Expl
o EBCE CE2
o Ex Hi Intrn
o Med Car
o Grp Car Obs
o Stu Apprn
o Com Lab
o Com Partic
o EBCE
o Ind Car Obs
o EBCE
o EBCE
o Ex Hi Intrn

NP Scores for Program Characteristics

The instrument revealed how perceptions of the NP relationship manifest in program characteristics differ among the N and P groups. Table 4 below summarizes students' responses to the survey by individual items. Cast in the most normative light in N group were perceptions of student's role, nature of the work experience, and program goals. Most personalistic in P group were perceptions of self-concept development, coordinator's role, and career growth. Scores on certain program characteristics were somewhat different than expected. Nature of the work experiences was rated as more normative than personalistic in P group. This is consistent with pilot results where almost all students rejected the trial item indicating that they "were not essential to the ongoing work." Diversity while personalistic in nature in P group was perceived more normatively than expected. Out of the nine items, diversity ranked fifth or lower in ten of the fifteen P programs.

TABLE 4

Comparison of Students' Perceptions of NP Relationships by Items on the Instrument

Items	Normative Programs		Personalistic Programs	
High Normative Items (N%)*	Student's role	(69%)*	Diversity	(47%) *
	Nature of work experiences	(65%)	Interpretation	(45%)
	Program goals	(63%)	Nature of work experiences	(55%)
High Personalistic Items (P%)**	Self-concepts	(47%)**	Self-concepts	(72%) **
	Interpretation	(49%)	Coordinator's role	(68%)
	Coordinator's role	(50%)	Career growth	(66%)

Coordinator's role is the most personalistic item for N group (50% P), ranging from 70% normative to 69% personalistic across the N group programs. As expected perceptions of the coordinator's role were personalistic in a majority of P group programs (fourteen out of fifteen). However, it was perceived personalistically in nine out of sixteen N group programs, particularly in the subgroup of N group that was more transactional (i.e., had a higher P%).

Apparently the process regarding interpretation of experiences does not lean heavily in the NP direction of the groups.

Interpretation hovers around 50% N and 50% P in fourteen of the N programs and ten of the P programs. Overall, perceptions of the interpretation process lean slightly toward the personalistic pole in N group and slightly toward normative in P group. See tables 5, 6, 7 and 8 in Appendix D for further details.

NP Scores for Students

Examination of individual scores for students revealed that there is a considerable range of perceptions in all programs. Within the N group of programs the range of N% scores for students in the most normative program was 74%-39% and in the least normative program it was 80%-38%. The range of P% for students in P group was 99%-32% in the most personalistic and 71%-24% in the least personalistic. This pattern was consistent in both N and P groups.

There were several students in N group programs whose scores were more personalistic than normative. Similarly some students' in P group had more normative scores. However, all students in one program in P group had a higher P score than N score. Looking from highest N or P scores of programs to lowest, a pattern emerges. In high N% programs the large majority of students are in the N range; in the low N% programs of N group students split evenly between N and P range. This pattern holds true in P group as well. See Tables 9 and 10 in Appendix D for more details.

Comparing Students with Coordinators and Employers

Every program coordinator and 146 employers completed their versions of the instrument. Coordinators' scores were consistently within no more than 4 percentage points of the program mean for students. In programs where there was more than one coordinator the mean of their NP scores was also within a few percentage points of the mean for students.

Even though our data collection with employers was very spotty we did receive responses from sixty-eight employers in N group and seventy-eight employers (resource persons) in P group. The differences in percentage points between students and their respective employers were within a broad range. Table 11 below shows the differences in N or P scores between students and employers.

TABLE 11

Differences in NP% between Employers' and Students' Scores

		Number of Employers Whose Perceptions Were. . .																
		More Normative (in N%)								*	More Personalistic (in P%)							
Programs	N	+40	+35	+30	+25	+20	+15	+10	+5	0	+5	+10	+15	+20	+25	+30	+35	+40
Normative Programs	68		1	1	1	12	10	7	13	4	9	6	1	1	1	1		
Personalistic Programs	78			3	2	3	9	14	6	2	16	5	4	5	4	2	3	

* No Difference

In N group employers tended to perceive program experiences more normatively than students did. In P group employers were almost equally divided in perceiving experiences as more normative or personalistic than students did. In a t-test, employers' and students' scores were not significantly different in P group while they were significantly different in N group (see table 12 below).

TABLE 12

Paired T-Test on Employers' and Students' Scores

	N	T	PR > |T|
Normative Programs	68	3.93	.0002
Personalistic Programs	78	.49	.6276

Related Variables

In addition to completing the items on the instrument, students supplied data on demographic variables (i.e., sex, age, grade point average, and father's occupation). They also responded to questions on selected aspects of their programs (i.e., occupational classification of program experiences, characteristics of employers, pay, duration of program, and academic credit). Finally, students were asked questions of a qualitative nature (i.e., quality of experiences, satisfaction indicators, and learner outcomes).

The following sections of this chapter present descriptive data on the above variables, comparing them with normative and personalistic scores of programs and classes of programs. This type of analysis enables examination of possible relationships between these variables and the dependent variable. Further analysis was beyond the scope of this exploratory study but should be considered in implementation of the refined instrument.

Demographic Variables

Students in all programs reported data on sex, age, grade point average (GPA) and father's occupation. Data on race are difficult to interpret because of the many gaps that exist (e.g., in most cases only group data on race were available). The following reports descriptive data and trends in terms of distribution of students by demographic variables according to their N% and P% scores. Programs in which the group score on N% was higher than the P% will be referred to as the normative group (N group). Programs where the P% was higher will be referred to as the personalistic group (P group).

Sex. The distribution of males and females was not the same in N and P qroups of programs. There were slightly more males in N group (53%) and considerably more females in P group (67%). Overall, normative-personalistic scores for both groups varied slightly. Females tended to give a higher personalistic score (2%) than the males did in N group. This was true in ten out of the fourteen N programs where the P% for females ranged from .3% to 9% higher than the scores of the males. Conversely, females tended to give a lower personalistic score (1%) than males did in P group. This was true in seven out of thirteen P programs where the P% for females ranged from .4% to 11% lower than the scores of the males. See tables 13 and 14 in Appendix D for further details.

Age. The age range for students in N group was from ages fourteen to twenty with the majority (73%) being seventeen or eighteen. The age range in P group was from ages twelve to nineteen with the majority (75%) also being seventeen or eighteen. There were more older youths in N group (i.e., 4% more were seventeen or older and 8% more were nineteen or twenty). Overall, youngest and oldest students tended to give higher normative scores than students in the middle of the age continuum in both N and P groups. See tables 15 and 16 in Appendix D for further details.

Grade point average. The distribution of students by GPA was not the same in N and P groups. *A* students comprised 30% of P group but only 12% of the N group. *C* and *D* students comprised 35% of N group but only 25% of P group. Overall, the notable difference in scores was that *A* students tended to give higher personalistic scores (4.7%) than the mean P% of N group. This was true in ten out of thirteen N programs where the P% for *A* students ranged from .7% to 25.4% higher than the mean for the program. Conversely, *A* students tended to give a slightly lower personalistic score (.8%) than the mean P% of P group. This was true in eight out of eleven P programs where the P% for *A* students ranged from .8% to 12.5% lower than the mean for the program. While *D* students did not tend to give appreciably different scores from others in N group, they did in P group. *D* students in P group gave higher personalistic scores (4.7%) than the mean P% of P group. This was true in three out of four programs where the P% for *D* students ranged from 3% to 8.5% higher than the mean for the program. See tables 17 and 18 in Appendix D for further details.

Father's occupation. The distribution of students by father's occupation was not the same in N and P groups. N group reported 53% of the fathers in blue-collar or service occupations; P group reported 42% of the fathers in those categories. All sixteen N programs showed the modal response in these two categories while only five of the P programs did. None of the N programs reported this as the modal response. One-third of the P programs reported 50% to 80% of the students with fathers in the professional/management category. There were no discernible patterns in the normative-personalistic scores within the N and P groups but for one exception: the programs with the highest percent of fathers in the professional/management category tended to cluster where program P% scores were highest. See tables 19 and 20 in Appendix D for further details. The N group reported on 14% of the fathers in professional or management occupations; P group reported 33%.

Race. As mentioned above, the gaps in race data preclude a meaningful interpretation. The group data on twenty-four of the programs show that minorities comprise 24% of N group but only 2% of P group. Where it is possible to make comparisons between minorities and nonminorities on NP scores the data are limited to five programs in the N group and three in P group. The scores for minorities and nonminorities are different but there is no discernible pattern. Differences in scores range from 1% to 13.4%. Three programs in N group show minorities with higher normative scores and two show nonminorities with higher normative scores. In P group two programs show minorities with higher personalistic scores and one program shows nonminorities with higher personalistic scores.

Selected Aspects of Programs

Occupational classification of program experiences. The distribution of students by type of occupational experiences was not the same in N and P groups. In the N group, students' program-related work experiences closely paralleled occupations typically held by youths. Seventy-one percent were in sales, service, crafts, or clerical occupatioins (in that order). On the other hand 54% of P group students had program-related work experiences in professional or technical occupations. Given that N group students are paid and spend longer hours at the worksite than P group students who are not paid, this finding is not surprising. What is surprising, though, is that every occupational category is represented in both N and P groups. See tables 21 and 22 in Appendix D for more details.

Characteristics of employers. Students were asked to indicate the most important characteristics of persons from the workplace who work with students. The choice of students from N and P groups were quite similar. Approximately 75% of the students in both groups chose the same three characteristics despite the fact that in N group the worksite persons usually are employers and in P group they essentially are resource persons. The top-rated characteristics for N and P groups were "provides challenging responsibilities" (27% and 33% resp.), "takes time to give advice" (21% and 25% resp.), and "gives clear directions" (25% and 20% resp.). The only other characteristic mentioned by more than 10% of the students was "has the workplace under control" which was 16% for the N group. See tables 23 and 24 in Appendix D for forther details.

Pay, time, and credit. Data on pay, duration of program experience, and academic credit were collected. Without exception students in N group were paid for all or part of their work experience. Most students in P group were not paid--although there were exceptions. The exceptions indicated higher overall normative scores than their nonpaid program counterparts but the number of observations were too few to discern any patterns. Programs in which pay was subsidized tended toward the transactional categories (i.e., toward the mean on the NP scale). However, lack of complete information on the nature of the work experiences in all programs precludes comparisons.

The average number of hours students spend in a program was higher in N group (749 hours) than P group (260 hours). However, there was no pattern (e.g., from higher to lower number of hours) within N or P groups. For example, the two highest P group programs in hours were at the top and bottom of the P range and both programs had number of hours higher than three N group programs. Some individual cases ran against the trend, indicating a very high P score with more than 800 hours or a very high N score with fewer than 300 hours.

A finding of earlier pilots showed that late entrants into a normative program (i.e., had logged for fewer hours) gave higher personalistic scores than students who had been in the program since the beginning of the year. The trend of data in later pilots followed this pattern but the number of observations was very small.

There seemed to be no relationship between receiving academic credit and NP scores. However, the type of academic credit does seem to be related. Generally, programs with high normative scores award credit as part of a vocational education or work experience credit. Programs with high P scores tend to award credit for academic or elective subjects (e.g., science honors course, career exploration).

Quality, Satisfaction, and Outcomes

Quality of the experiences. As expected, students in these exemplary programs rated their program experiences highly. Seventy-six percent of N group and 85% of P group rated the experiences as most valuable or worthwhile. Since it is not known which other educational experiences the students are comparing the program experiences with, the interpretation of these data is limited. Nevertheless, approximately one-third of N group and one-half of P group rated these program experiences as among "the most valuable" educational experiences they have had. Only a mere 2% of all N and P group students combined found the experiences "frustrating." See tables 25 and 26 in Appendix D for further details.

Satisfaction indicators. Complementing their high ratings of the quality of the experiences, students in N and P groups indicated high satisfaction with the program (83% and 78% respectively). Regarding their reasons for satisfaction N and P groups differed. The N group students were evenly split between reasons of "well planned, unambiguous experiences" and "flexible, democratic experiences." The P group favored the latter approximately two-to-one over the former. Only 4% of N group and 9% of P group indicated any dissatisfaction. While few indicated dissatisfaction, the reason for it tended to be that the experiences were "unplanned or ambiguous." This was more so for P group, but even there only 6% of the students stated that reason. See tables 27 and 28 in Appendix D for more details.

Learner outcomes. Students were asked to indicate the most valuable outcomes they achieved in their programs. To the surprise of some persons, "making money" was not highly rated in N or P groups. The highest rated item in fourteen of the sixteen programs in N group was "getting work experience." The highest in ten out of fifteen programs in P group was "getting career direction." Second ranked in both groups was "learning responsibility." The following is a list of the outcomes and the overall rank in both groups.

	N Group Rank	P Group Rank
Getting work experience	1	3
Learning responsibility	2	2
Learning a skill	3	6
Getting career direction	4	1
Being treated like an adult	5	4
Making money	6	-
Organizing my learning experiences	7	5

See tables 29 and 30 in Appendix D for more details.

Reliability

The work to establish the reliability of the instrument can be done now that the initial development and pilot testing have been done. While complete procedures to check the reliability of the instrument using all pilot test sites were beyond the scope and resources of this year's project, a limited test was made. The three programs in the Columbus area agreed to retest their students using the same instrument. The time lapse between test and retest was only three weeks and the conditions of the retest were less than desirable (i.e., last week of school). Further, all three programs were within N group occupying adjacent positions in rank near the midpoint of the NP continuum. Given these major limitations, the results must be intrepreted very cautiously. Table 31 below displays the results.

TABLE 31

Test-Retest Reliability for Three Normative Programs

Program	N	Test Mean N%	Retest Mean N%	Increase	Correlation Coefficient	Probability
101 OcWkAdj Columbus	13	50.99662	53.07354	2.07692	0.85493	>0.0002
102 OcWkEx Hilliard	17	56.53495	52.71142	-3.82353	0.75403	>0.0005
103 DistEd Columbus	15	53.20197	50.03567	-3.16630	0.84039	>0.0001

Summary

This chapter presented the results of Phase II, comparing them with those of Phase I. The objective of the study was accomplished. The instrument developed to measure the NP relationship with experiential programs is easy to administer quickly to all students in a program. It also provides a considerably less crude measure of NP relationship than the interview data provided. Further, this chapter reports data collected with the instrument on critical psycho-social variables concerning thirty-one experiential programs. Most importantly the theoretical base of the instrument guided our analysis of the dynamic relationship between learner needs and workplace norms, thus illuminating our understanding of youth participation in work institutions. Conclusions and recommendations can be found in the next chapter.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This chapter briefly summarizes the results of the study, presents recommendations for future research and implications for policy, indicates possible uses in educational practice, and outlines the next steps for future work.

Summary

Although there have been many studies of various experiential education programs and although several typologies have been attempted, no existing classification of experiential programs is grounded in a theoretically consistent and systematically researched conceptual scheme. There is a need for such a typology because it will provide clearer understanding of differences in program outcomes and insights into other substantive differences surrounding experiential education programs.

The proposed typology and the knowledge it provides can be an effective tool in guiding systematic inquiry in the study of experiential programs, especially programs concerned with employability development. The contribution at this point is intended for the research community, but ultimately the typology will benefit practitioners and the learners they serve. For example, it could help program coordinators understand the implications of normative and personalistic dimensions for the learning activities they arrange and it could show how program characteristics could be manipulated to change the proportions of the dimensions when desirable. It could help in the matching of learners with programs, with work setting environments, and with worksite sponsors. Further, the typology could provide a guide for the review and assessment of programs.

A critical step in the construction of a typology for experiential education is the determination of its theoretical basis. An important conceptual framework in which education has been studied is that of normative and personalistic dimensions--a theoretical construct conceptualized by Getzels and his associates (1968) and widely used in research and practice. These concepts were applied to this study of experiential programs and, through interviews conducted in 1979 with learners, program personnel, and employers, data revealed an ordering of programs along normative and personalistic dimensions. The tendency of the programs to distribute themselves in fairly distinct clusters led to a preliminary typology consisting of the following classes:

- Class 1: Normative
- Class 2: Transactional
- Class 3: Personalistic

During 1980 the research staff conducted incremental pilot tests to develop an instrument that could collect data more readily and efficiently than the interview method. In May of that year the staff conducted a final pilot test in thirty-one programs in six states. The analysis of data resulting from that test validated the classification scheme explained above, and made possible the revisions needed to use the instrument in research and practice.

The instrument, itself, cannot (and should not) be used as a valid measure of normative and personalistic outcomes. Instead, the instrument can yield scores which are not unlike a litmus test, if you will. An NP score is not a measure of how much normative and personalistic influences are present. Instead, it is a measure of the relationship between those influences.

Recommendations for Future Research with Implications for Policy

The results of this year's work remain tentative. Considerably more testing of the instrument and replications of the study must be done before any sound conclusions can be drawn from the research. These steps will be discussed in the last section of this chapter.

Nevertheless, certain trends in the data and a few of the findings generate compelling research questions regarding human growth and development. Further, they call for research to improve upon the policy mix concerning education and training alternatives in schools and workplaces, leading toward improved employability for youths.

The following are the recommendations resulting from the instrument-development phase of this exploratory study. Accompanying each recommendation are interpretations of relevant data and implications for policy where appropriate.

Recommendation 1: Experimental studies should be conducted to gain a better understanding of the interrelationships among the dependent and independent variables.

Better data are needed on the relationship of the perceptions of employers, students, and coordinators. The N group employers tended to perceive the experiences as being more normative than the students did. The P group employers did not seem to have significantly different perceptions. What are the consequences for students when there is a disparity in perceptions? Are differences in perception related to differences in the sex or race of the participants? Are there parallel changes in perceptions between employers and students as the program progresses?

The coordinator's role seems to be that of a facilitator. Students' perceptions of that role tended to be slightly more personalistic than the program means of N group and slightly more normative than the program means of P group. Does this mean that the coordinator provides a balance to the student's perspective? Or does it mean that coordinators of N and P groups, as agents of the school, are maintaining another set of norms--those of the school?

Another area that should be investigated is the relationship of coordinator's role to employer's role. The coordinator's role seems to be a fairly strong influence on the NP relationship (i.e., it ranked highly personalistic in N and P groups). However, the employer's role in both groups was neither high nor low in the NP rank of student items. Through interview data we noted that some coordinators appeared to be mediators between students' needs and employers' expectations; some seem to be extensions of the employer; and still others seem to play a "hands-off" role. In fact one coordinator was using a combination of role relationships. All relationships observed seemed to be effective in the respective situations. Knowing more about the relationships among roles is important to understanding the centrality of these variables to the NP dynamics. On the practical side this knowledge can provide an excellent blueprint for staff selection and training.

Pay or the lack of it seems to have a strong effect on the attitudes and behaviors of experiential learners. Students in N group were paid; a few P group students were paid. From the interview data we know students in N group define many of their experiences around the pay issue. For example, statements such as "I get paid so I do what I'm told" were not uncommon in N group. Paid students in P group also reported higher normative scores than their program's mean. In interviews some P group students were repelled by the notion of getting paid. They indicated that "it just wouldn't be the same." Studies need to be conducted to confirm or deny these impressions about pay particularly as it affects learning outcomes. Further, we need to know differences in process and outcomes for students who get paid in P group, in subsidized programs, and in private and public sector experiences. Another area to study is the effect of being in a P group program while holding a paid job or being in N and P programs simultaneously. Ultimately we need to know the differences in NP dynamics between students who have guided and nonguided paid work experience.

The data on three aspects of the programs did not coincide with expectations. The nature of work experiences was more normative and diversity was lower than expected in P group. The interpretation process (i.e., manner in which students reflect on the experiences) was portrayed as about 50% N and 50% P in both N and P groups. What do these findings mean in terms of the NP dynamics? Do all programs strive for some balance? Are some program features more amenable to manipulation? Will these findings change if the instrument is administered at different times in the program cycle?

Recommendation 2: Measures of the extent to which work-role socialization has progressed as a result of program participation are needed.

The instrument reported herein needs to be administered at different times to track changes in NP perceptions from program entry to completion. We need to know how much time in a given program is enough to achieve peak N or P scores. We also need to know when plateaus or reversals occur and what they mean. Students in N group seem to need personalistic treatment upon program entry, but for how long a time? By whom? What aspects of the program are affected?

Very few students in N or P group registered dissatisfaction with their program experiences, but there are always some students for whom programs as designed will not work. In some locations they may even be in the majority. How can programs reach the hard-to-reach student? What aspects of the NP relationships are breaking down for them? What prerequisites are missing for them to make the connections? Are personality traits, environmental constraints, or lack of intermediaries involved? These and other variables must be explored.

Another instrument is needed to provide a profile of growth in both the normative and personalistic dimensions of youths' participation in work institutions. This profile should be definitive and sensitive enough to illustrate and explain such things as areas of imbalanced development and where improvement is needed. Further the instrument should be closely tied to the NP profile of programs so as to suggest the type of program needed, for example, one that focuses on the development of specific occupational skills.

Recommendation 3: Studies of the consequences of participation in normative or personalistic programs need to be conducted.

In almost every program at least one individual reported an NP score that was quite different from the scores of other students, the coordinator, and/or the employer. What does this mean? Will that individual's development be adversely affected? Or enhanced? Are disparities in NP scores correlated with poorer achievement? Would these persons be better off in a program with a more compatible NP profile?

Are there optimal times or sequences to pursue normative or personalistic programs? Is there such a thing as premature exposure to normative experiences? Or prolonged exposure to personalistic programs? Are normative experiences enhanced if preceded by personalistic ones?

No program can achieve all things for all students, but it does appear that in the course of the high school years students ought to have the benefit of an individually prescribed program mix. The N group seems to be rich in activities that prepare students for work (especially for immediate employment). The P group seems to have more opportunities for exploring and testing out various facets of worklife. However, it would appear to be limiting to remain exclusively in one type of program throughout the school years. Studies need to be conducted of students who enroll in both to find out such things as which mix is best, in what order, under what conditions, and for whom. Also, research must consider what students can and do get on their own in this regard. Apparently some individuals do very well without program assistance, but we do not know very much about how they become accomplished.

In addition, valid measures are needed to determine if program participation produces long-term benefits superior to nonguided work experiences, thus justifying the expense to taxpayers.

Recommendation 4: Studies of differential participation need to be conducted.

First, we need more comprehensive, descriptive data on all experiential programs to determine the actual distribution of students by the demographic variables across program types. This may be more a matter of pulling together existing data on separate programs and building a comprehensive picture and only collecting data where there are gaps.

This year's data revealed a wide range of NP scores. Several students in most programs appeared to be having program experiences that are not in character with their program type. The sample in this study and the developmental nature of the instrument did not allow for a thorough analysis of differential participation by the demographic variables mentioned in chapter 5. This needs to be done given the trends that exist in this year's data.

Females tended to perceive experiences differently than males. That is, they had higher P scores in N group and higher N scores in P group. But what does this mean? Does this difference facilitate or detract from employability development and career progress? Are females more discerning? Older and younger students perceive experiences more normatively in both N and P groups. Students with the highest GPA gave higher P scores in N group and higher N scores in P group. Students with the lowest GPA in P group gave higher P scores than the mean. Does this reflect different treatment within the program or do age and intelligence affect the NP relationship or at least the perceptions of the relationship? Future studies should consider interaction analysis of these variables which was not possible in this exploratory study.

We need better data on minorities. The limited data of this study show that minorities and nonminorities do perceive the NP relationship differently but with no consistent pattern across programs. In some program minorities gave much higher N scores; in others, nonminorities gave the higher N scores. The N group shows a much higher representation of minorities than P group in our sample. Would this be the case in a truly representative sample? If so, what does it mean? Are minorities losing out by not being in P programs? What are the trade-offs resulting from the program choices of minorities? Are personalistic-type support systems (e.g., on-site counselors) in N group programs helpful or harmful in terms of long-term effects on employability?

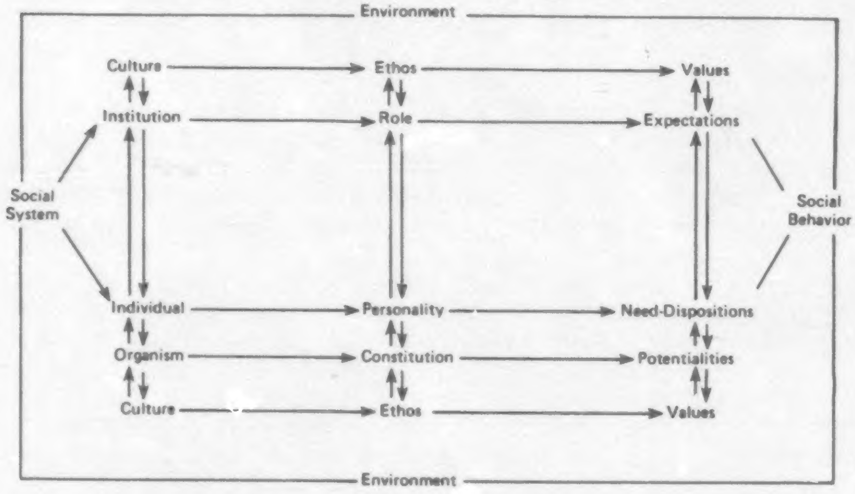
All studies attempting to answer important research questions on demographic variables such as sex and race should have these variables as their primary focus. Further, overrepresentation or purposefully varied combinations of representation must be taken into account in designing the sample. These two conditions at the very least must be met to advance knowledge on these issues.

Recommendation 5: Ethnographic studies of the influence of schools, families, peers, and significant others on the disposition of youths toward work-role norms should be conducted.

This study has dealt exclusively with the learner's relationship to workplace norms. This was done to gain a better understanding of how the various experiential programs differed in regard to that central focus of youth transition to work. But that NP relationship exists within a larger context. Figure 16 below shows Getzels' complete model. To pursue his theoretical orientation completely, work must be done to examine the relationships of programs to the larger context in which they function.

FIGURE 16

General Model of the Major Dimensions of
Behavior in a Social System


Environment
Culture
Ethos
Values
Institution
Role
Expectations
Social System
Social Behavior
Individual
Personality
Need-Dispositions
Organism
Constitution
Potentialities
Culture
Ethos
Values
Environment

Source: Getzels 1968, p. 105

One area that has not been dealt with at all but must be explored is the relationship with the school and its set of norms and expectations. How do these relate to workplace norms and expectations? Are they compatible or in conflict? Can schools change to resolve conflicts in what students are learning in both settings and what are the consequences if they do not?

Certain youths--especially poor, minority youths--are very circumscribed in their exposure to developmental opportunities. Many are fed a steady diet of blue-collar work ethics and values; they are not encouraged anywhere to extend themselves beyond this situation. The only goal set for this seems to be to obtain steady jobs guaranteeing self-sufficiency. But what are the consequences? How do these youths break out of their own perceptions of themselves as limited and break through the limiting perceptions of others?

Areas far less amenable to policy intervention should be explored (e.g., how the learner's peers and family affect perceptions being formed in the program). These findings will enhance our understanding of what can reasonably be accomplished through policy and programmatic intervention.

Practical Applications

This study gave consideration to how the instrument under development could be used in practice. Our discussions with program staff were illuminating. They were very interested in using the instrument to get a "quick reading" of where the group was in terms of their own expectations. They were especially interested in identifying individuals whose perceptions of experiences were different.

The revised instrument (see Appendix E) readily provides this information. On a separate questionnaire, all coordinators indicated they could easily administer and score this instrument. In this way the instrument can be used as an assessment tool. The instrument can be used to identify possible areas of problems in mismatches between employers and students.

With slight wording changes, the instrument can be used as a tool to guide students toward specific programs. Students can be asked to indicate the type of program characteristics that appeal to them. It can also be used as a counseling tool, providing a basis for discussing, for example, conflicts in expectations, differences in needs, and means for achieving goals.

There is a possibility of using the instrument as an evaluative tool but considerable research would be needed to determine benchmarks for particular program types. It is more likely that it could be used in formative rather than summative evaluations.

Next Steps

The most immediate step is to do a carefully designed field test of the newly revised instrument to confirm the reliability and the classification of programs, using a truly representative sample. Further, studies must be designed to answer specific research questions about the normative-personalistic dynamics as they relate to demographic variables.

APPENDIX A

DATA EXAMPLES

PART I: DATA EXAMPLES OF NORMATIVE CHARACTERISTICS

PROGRAM GOALS

Provides students with vocational training in authentic situations with professionals. It also provides the business community with a chance to groom young people for jobs in area industries.

COMMUNITY VOCATIONS

NATURE OF CAREER GROWTH

The enterprise education program provides career preparation in one of the largest and fastest growing areas of our modern business community--marketing and distribution. In E.E., students can study many diverse marketing topics. These include advertising, salesmanship, merchandising, communication, economics, and many others. Also, individual class members can study specific job-related skills and fields of knowledge important to success in business.

ENTERPRISE EDUCATION

ROLE OF PROGRAM STAFF

My job is to take care of the kids. I've been up the ropes. The door doesn't close at 4:30. They can call me at home. I'm their godfather. Instructors need patience; it's more important than knowledge or expertise. We had an off-season journeyman come in. He couldn't cope with kids. He broke someone's watch and someone else's radio to make them shape up. That's the real world, but they're not ready for that. When we send them out on the job at first, it's a shock to them. We tell them we'll take care of the arguments, you do your job. Give.

PREAPPRENTICES

INTERPRETATION AND INTERNALIZATION

(1) We believe in close supervision, especially in the beginning--there are a lot of standards and regulations to learn. We keep in close touch with employers to reinforce the teachings. We enjoy when a kid screws up (i.e., gets fired). That provides the chance to change their attitudes--which are usually what cause them to get fired. (2) I am firm but understanding with them--try to help them develop good work habits. I wish I could get my own kids to listen as well. (3) We expect proper dress, good grooming, and courtesy to customers. They aren't just like employees--they are employees.

EDUCATION FOR WORK

DIVERSITY OF WORK SETTING EXPERIENCES

We offer a range of situations, but students usually settle on one for most of the program. Hopping around tends to confuse kids and the company doesn't like it. Some people think that career exploration is trying out different jobs, but it isn't. Also, kids got to feel they're a part of work enterprise to benefit.

BUSINESS APPRENTICES

PROGRAM GOALS

Develops self-knowledge through learning activities tailored to the interests, abilities, goals, and needs of each student (and) develops essential skills--academic, interpersonal, problem-solving, decision-making--necessary for functioning in today's world.

ACADEMIC EXPLORATION I

NATURE OF CAREER GROWTH

This program is designed for community exploration, not careers. However, being able to make decisions confidently, being able to solve problems creatively, and a general awareness of the advantages and disadvantages of various career choices plus increased self-knowledge are the principal areas of career development a student could get out of the program.

OPEN ALTERNATIVES

ROLE OF PROGRAM STAFF

(1) Staff provide several guidance activities to enable students to get the most out of their participation. Advisors (volunteers) are very accessible for individual counseling sessions. We are not here to solve the students' problems, but to advise them and give support as they work out their own solutions.
(2) Advisory group sessions give help in solving problems such as poor communication, isolation, and routine work. (3) A recent survey indicated that a majority of P.A. students considered meeting with advisors the best activity.

PROFESSIONS APPRENTICES

INTERPRETATION AND INTERNALIZATION

Students are provided time at school to discuss their experiences at the work site and the progress of the learning project. While the [community] resource persons give them advice, most of the interpretations of the experiences are done in group or individual sessions here. The emphasis is on the learning process and self-development.

ACADEMIC EXPLORATION II

DIVERSITY OF WORK SETTING EXPERIENCE

Students spend the entire program in one organization, but they get to experience a wide variety of activities as interns. This is encouraged. Students can negotiate many options.

MANAGEMENT EXPLORATION

APPENDIX B

DESCRIPTIONS OF NORMATIVE AND PERSONALISTIC DIMENSIONS BY MAJOR AREAS OF PROGRAM CHARACTERISTICS

DESCRIPTIONS OF NORMATIVE AND PERSONALISTIC DIMENSIONS BY MAJOR AREAS OF PROGRAM CHARACTERISTICS

1. PROGRAM GOALS

Normative: Written statements of program goals emphasize the acquisition of knowledge and positive attitudes as well as the mastery of skills that will enhance the learner's chances for success in the workplace. The development of work ethics, occupational skills (including the use of work tools), understanding of job tasks, and habits of industry receive highest priority.

Personalistic: Flexible, mature personal behavior is the major outcome expected from the program. Of primary importance in shaping program goals are the needs, interests, and dispositions of the learners who often play an important role in determining the goals. The workplace--with its attendant job skills, work tools, and work ethics--serves as a medium for personal growth, not as the object of the learning process. The hallmarks of the program are career awareness and exploration rather than career preparation.

2. NATURE OF CAREER GROWTH

Normative: In some programs, experiences contribute occupational preparation for an immediate employment need (e.g., proficiency in entry-level skills). Meeting such needs may be the sole objective. In other programs, competency acquired is regarded as a "leg-up" for a job, even though the particular job may have limited career potential. In occupational fields that have career potential but require apprenticeships or intensive training for entry, program experiences provide the preliminary steps.

Personalistic: Experiences aid in long-range planning, helping learners with decisions related to career choices. While some career preparation may result, the principal purpose of the program activities is to provide career/occupational awareness and/or exploration. In some instances, the purpose may be the self-development required for future career activities.

3. SELF-CONCEPT DEVELOPMENT

Normative: The principal intention of self-concept formation is to develop self-concepts suitable to the work efforts of particular groups, organizations, or occupations. For learners with ill-defined self-concepts, these early work experiences become the principal, if not the first, force in shaping their views of themselves as workers. For learners whose vocational self-concepts are well defined, their work experiences serve as an extension or implementation of these self-concepts (identification in a psychological sense).

Personalistic: The purpose of self-concept development is clarification. Some learners have confused concepts as to who they are and what they can do. Others have clear concepts of themselves in terms of specific experiences, considering themselves good in athletics, superior in academic areas, or lacking creative ability but strong in social relations. These are learners who like to try out the concepts in work settings, using the program to test their views of themselves. For example: Am I like a lawyer? Do I enjoy what a lawyer does? Regardless of individual cases, they are seeking a broad base of information for the clarification process, and the results often contribute to a variety of learning objectives.

4. ROLE OF PROGRAM STAFF

Normative: Program staff members are thoroughly cognizant of the expectations of workplaces and of what learners need to know and do to perform successfully in chosen occupational areas. It is the role of the staff to transfer the knowledge and skills to learners in order to equip them for the expectations of the workplace. Staff members often play the role of the employer to make learners more comfortable. They visit work sites and confer with resource people to assess program progress and to identify problems. They are generous with praise for jobs well done and free with suggestions for improvement. In-school activities are all designed to prepare students to function successfully in work roles.

Personalistic: The role of the staff is characterized by interaction with the learners designed to help them achieve personal and academic objectives. Central to the role is attention to learner needs and interests. In-school activities focus on those needs, expectations, and concerns. Learners are encouraged to take the initiative in discussions and sharing sessions with the staff and are expected to seek help when they are unable to resolve difficult problems on their own. Also, inherent in the staff role is negotiation with representatives of the work establishment. Worksites are visited by staff members to determine suitability of the experiences (in both quantity and quality) and to ensure the absence of exploitation.

5. INTERPRETATION AND INTERNALIZATION

Normative: Learners play a relatively passive role in the interpretation of the experiences. Resource persons, who are the experts and more knowledgeable about work, provide the interpretation. Program staff are instrumental in adding the reinforcement or clarification of the interpretation. Although, in some cases, interpretation activities are not a planned part of the program, learners are expected to internalize the rules, regulations, and conventional job wisdoms associated with the work setting as standards for their own behavior. The extent to which they do this is a measure of their success in the work settings.

Personalistic: Learners play an active role in the interpretation process. Since emphasis is placed on personal growth, interpretation is centered in the attitudes and feelings learners have regarding their experiences in work settings. Resource persons, program staff, and other students provide the perspective and context for their assessment of the experiences--but not the content. In short, the learners, who are searching for personal growth, are not expected to internalize workplace expectations. Their only relationship to expectations is to observe those that apply to them personally in order to avoid disrupting the operations of the workplaces.

6. DIVERSITY OF WORK-SETTING EXPERIENCES

Normative: Learners spend most of their time in one assignment which constitutes regular, productive work of the organizations. The object is for the learners to achieve independence in doing the work, and sometime during their stay they actually assume the role of worker in a specific job.

Personalistic: Learners' experiences are characterized by diversity. They may complete their program experiences in several different workplaces. Or, they may experience several different work situations within one workplace. If they are placed in a single situation (e.g., a realtor's office), they experience varied tasks and many exploratory options.

7. FOCUS OF LEARNING ACTIVITIES

Normative: Work activities are the central focus of the learning design and, in a sense, the work itself is the curriculum. It is the resource person who makes most of the decisions regarding the activities, decisions usually based on the ability and readiness of the learners to assume the work successfully.

Personalistic: The personal objectives of the learners are the central focus of the learning design at the workplace. Activities, which are usually planned jointly by the learner, a staff member, and a resource person, are related to the work of the workplace, but not necessarily vital to it. For accomplishing their projects, learners are provided reasonable access to equipment, working space, and resource persons.

8. RELATIONSHIP TO ONGOING WORK AND WORKERS

Normative: Learners assume worker roles early, often working alongside other entry-level workers. Learners are expected to contribute to the productivity of the workplaces.

Personalistic: Learners' experiences, often not crucial to the ongoing work, are seen as peripheral to the productivity of the workplaces. In some cases, learners' activities are useful and complementary contributions to the ongoing work, but they do not necessarily represent lasting or vital productivity because of their short-lived nature. Learners are participant observers, rarely fully assuming a worker role for a sustained period of time.

9. RESOURCE PERSON'S METHOD OF SUPERVISION

Normative: Supervision of learners is similar to that of other workers, including issuing orders and directives and checking to see that they are carried out promptly and adequately. Learners' duties are often routine, delegated by supervisors, and seldom the same as supervisors' duties.

Personalistic: Supervisors spend much time with learners while they are at the work settings. Supervisors communicate on a personal level in a mentoring relationship to help learners complete their activities successfully. Learners often get to do work similar to that of the supervisors, including original projects useful to supervisors in carrying out their own duties.

APPENDIX C

PROGRAM DESCRIPTIONS

PROGRAM DESCRIPTIONS

AUTO MECHANICS (AutoMech)

Hillsborough County Public Schools
707 East Columbus Drive
Tampa, Florida 33602

This is an industrial cooperative education program offering training in over a dozen trade and industry skills. It is offered in a centralized vocational-technical high school. Students are selected for participation, based on maturity and their achievement in junior level skills- training courses. They participate in a paid, monitored work experience throughout the senior year. Participating students are also enrolled in an employability skills class which meets at either 6:30 or 7:30 a.m. daily. Students work from four to eight hours each day, for which they receive vocational credit.

CETA CAREER EXPLORATION (CETA-CarEx)

Cleveland High School
3400 S.E. 26th Avenue
Portland, Oregon 97202

This program serves approximately 1,000 students of whom 300 must be CETA income-eligible. Students from grades eight to twelve are served, with the heaviest concentration in the lower grades. Participants make informed choices of community placements where they spend from three to twenty-five hours per week depending on interest and enthusiasm. Students are encouraged to explore several careers. When a strong interest in a career has emerged, paid employment in that area may be sought for the student, who is encouraged to enroll in a vocational education program, if appropriate. Other curriculum options are also sought including community college courses if they would seem worthwhile. Credit is given if enough hours are spent in one placement.

CETA COMMUNITY-BASED EDUCATION/NEW HORIZONS (CETA-CBENH)

North High School
501 Holcomb Avenue
Des Moines, Iowa 50313

Designed to encourage young high school students to remain in a school and complete their secondary education, these programs enable approximately twenty participants to hold part-time, paid jobs as a part of their school program. There is a maximum-income requirement for eligibility. Students learn about entry-level job skills in the workplace while related skills and academic knowledge are taught in the classroom. Students earn one work-study credit.

CETA EMERGENCY HOME REPAIR (CETA-HmRp)

Portland Public Schools
220 N.E. Beech Street
Portland, Oregon 97212

This program operates in cooperation with the city of Portland, the prime sponsor. Students work, as they learn the necessary skills, in making repairs in the homes of eligible Portland citizens. The city provides the materials needed to make the repairs. Instructors in skill training are school staff persons who work with the students. Students spend seventeen and one-half hours per week in this program. They are paid the minimum wage and receive high school work-experience credit.

CETA YOUTH EMPLOYMENT (CETA-YEP)

St. Elizabeth High School
1530 34th Street
Oakland, California 94601

Approximately 180 high school youth from the city of Oakland are enrolled in this Title II Youth Employment Program. Students have a "bank account" of 400 paid hours of participation. Generally, 300 are for work experience, 30 for counselling, and 70 for career exploration and training activities. Students are primarily placed in public or non-profit agencies, where they are paid the minimum wage.

COMMUNITY INTERNSHIP (ComIntrn)

Athenian School
2100 Mt. Diablo Blvd.
Danville, California 94526

The Community Internship Program at the Athenian School, a private residential/day school in the foothills east of San Francisco, provides opportunities for career or special interest exploration in service-oriented placements. Approximately twenty-five juniors and seniors participate at sites in the community from twenty-five to thirty hours per week for nine weeks. Students receive three units of elective credit for involvement at the site, maintenance of a journal, readings and completed assignments, and a presentation of an intern project before the secondary-level student body and faculty.

COMMUNITY LABORATORY EXPERIENCE (ComLab)

Hillsborough County Schools
707 East Columbus Drive
Tampa, Florida 33602

The Community Laboratory Experience is designed to guarantee gifted students interested in pursuing scientific careers the opportunity to participate in a community-based laboratory learning experience. High schools in the county recommend students who meet IQ, grade point, and course work requirements. A science resource teacher interviews qualified applicants and places them in cooperating laboratories. Students and lab directors agree on a program of activities which may include work with computers, PH meters and microscopes. Students work from six to ten hours per week, attend conferences, and keep logs. They receive one-half credit per semester and are graded by the laboratory sponsor in consultation with the teacher. Participants cite work experience and career exploration as primary benefits of the program.

COMMUNITY LEADERSHIP AND PARTICIPATION (ComPartic)

Orange County Public Schools
434 N. Tampa Avenue
Orlando, Florida 32802

The program places high school seniors in the community to learn and explore careers through volunteering. The program is coordinated by a social studies teacher. The course meets daily during the first four weeks of the semester and twice a week thereafter for group reflection. Students, who work primarily in day-care centers, nursing homes and hospitals, receive credit and are graded on a point system for their service learning. The program follows a national model developed by The National Information Center on Volunteerism.

COMMUNITY SERVICE OFF CAMPUS (ComServ)

Scottsdale Public Schools
Scottsdale, Arizona 85257

One of several field experience programs maintained in this school system, the Community Service Off Campus program, offers students the opportunity to become involved in "hands on" experiential volunteer assignments within the community. To obtain credit, students are required to apply and register through their counsellors rather than through regular course selection registration. Students receive one-half elective credit for a minimum of ninety hours of work. They may enroll in the program at any time during the school year or during the summer months. A total of up to two field service credits may be earned toward graduation through participation in a combination of programs.

COOPERATIVE EDUCATION (CoopEd)

Gilbert High School
656 E. Main Street
Gilbert, Arizona 85234

This is a diversified Occupations Education Program. Senior students combine part-time work in a career-interest job with a related class on the campus. Thus, instruction in work-related matters such as interviewing interpersonal relations, and management of personal resources is combined with student experiences in the workplace. Work-experience credit is given.

COOPERATIVE WORK EXPERIENCE (CoopWkEx)

North Clarkamas School District #12
14211 S.E. Johnson Road
Milwaukie, Oregon 97222

Students enrolled in this program participate in a formally defined career cluster of occupations. Work experience sites are carefully chosen to enhance and extend the knowledge and skills of the students, who earn money as well. Students may enroll for one or two semesters of their junior and/or senior year. Approximately 175-200 students are enrolled. Elective credit is given.

DISTRIBUTIVE EDUCATION CO-OP (DistEd)

Ames High School
Ames, Iowa 50010

In a high school serving an extensive cross section of youth from an academic community, a business center serving urban and rural needs, and a rich farming area this is a one-year program in which students learn entry-level skills for employment in sales, marketing or merchandizing jobs. In-school instruction teaches students the principles and practices used in these occupations. Part-time employment in the retail establishments in the city (from fifteen to twenty-five hours per week) enables students to apply the principles and practices learned in the classroom. Vocational education credit is given.

DISTRIBUTIVE EDUCATION CO-OP (DistEd)

West High School
179 S. Powell Avenue
Columbus, Ohio 43204

This is a two-year vocational education program in which students are prepared for employment in sales, marketing, or merchandizing. In-school instruction in the basic principles and skills in these areas of occupation is combined with on-the-job experience giving students entry-level skills for full-time employment. Students are paid while getting on-the-job experience. Approximately twenty students are enrolled.

DISTRIBUTIVE EDUCATION CO-OP (DistEdNH)

North High School
501 Holcomb Avenue
Des Moines, Iowa 50313

This is a two-year vocational education program. Students are prepared for employment in sales, marketing or merchandizing. In-school instruction in the basic principles and skills in these areas of occupation is combined with on-the-job experience giving students entry-level skills for full-time employment. Students spend from fifteen to twenty-five hours per week in on-the-job training for which they are paid. One-half unit of high school credit is given for the related training class and one-half unit of high school credit is given for the cooperative (OJT) training experience.

DISTRIBUTIVE EDUCATION CO-OP (DistEdSH)

Saydel High School
5601 7th, NE
Des Moines, Iowa 50313

In a small high school serving a rural/suburban community, this is a two-year program in which students learn entry-level skills for employment in sales, marketing, or merchandising jobs. In-school instruction teaches students the principles and practices of distributive occupations. Part-time employment (from fifteen to twenty-five hours per week) enables students to learn the practical skills related to these jobs and to apply the principles and practices learned in the classroom. Vocational education credit is given.

DIVERSIFIED WORK EXPERIENCE (DivWkEx)

Carl Hayden High School
3333 W. Roosevelt
Phoenix, Arizona 85009

This is a diversified work experience program in which students participate for one or two semesters of the tenth, eleventh, or twelth grade. The program is an alternative for those students who can not enroll in a regular co-op program. Students are selected who exhibit characteristics such as dependability, self-control, and responsibility. Participants receive pay on-the-job experience, and are given work-experience credit.

EXECUTIVE HIGH SCHOOL INTERNSHIPS (ExHiIntrn)

Orange County Public Schools
434 N. Tampa Avenue
Orlando, Florida 32802

Seventy-five college-bound high school seniors from throughout Orange County are selected each semester to serve as executive interns in the public and private sector.

Students apply for the program and are screened by one of the three program coordinators for maturity, self-motivation, and realistic goals. Students participate in a competitive interview process. They spend six hours per day four days per week at their individualized placements. Each Friday they participate in seminars dealing with personal growth, organizational management, and career decision making. Students receive the equivalent of a full semester's work in elective credits. A nine-week summer program is also offered for students entering their senior year.

EXECUTIVE HIGH SCHOOL INTERNSHIPS (ExHiIntrn)

Hillsborough County Schools
707 East Columbus Drive
Tampa, Florida 33602

The Executive High School Internship program provides approximately thirty students per term the opportunity to observe and participate in creative problem solving in a business-management setting. For one semester students serve as interns to business executives. They are in the business eight hours per day four days per week. On the fifth day they attend support seminars at which theystudy management and decision making and participate in career and life planning activities. They are treated like adult staff members and are expected to exhibit mature work habits and fluent communication skills. They receive the full semester credit for the internship but are not paid. Graduates cite gains in self-confidence and human relation skills as significant results of participation.

EXPERIENCE-BASED CAREER EDUCATION (EBCE)

Ames High School
Ames, Iowa 50010

This course is designed to enable participating students to explore a wide variety of careers. It is open only to juniors. Students spend eight hours per week in a business or agency for four weeks. There they participate in on-going activities engaging in specific tasks approximate to their interests and abilities. Students attend weekly seminars. Here they are able to reflect on their experiences by comparing reactions and opportunities with fellow students. During these weekly meetings students plan with the learning coordinator a weekly assignment, which each will complete for the succeeding meeting. Elective credit is given.

EXPERIENCE-BASED CAREER EDUCATION (EBCE)

Castro Valley High School
19400 Santa Maria
Castro Valley, California 94546

This is an adapted Far West Model EBCE program. Juniors and seniors earn elective and academic course credits by completing contracted projects at sites throughout the community. The program is open to all students of whom many are independent, energetic learners. Students may elect either one-semester or full-year enrollment. During this time they spend fifteen hours per week at community sites completing work projects and attending seminars appropriate to their academic and career interests. Students are not paid but receive academic credit based on the nature and scope of learning outlined in their contract which is designed to meet course requirements. All participating students are enrolled in courses at the high school located across the street from their building. Many of those enrolled are also deeply involved in activities on the main campus such as student council.

EXPERIENCE-BASED CAREER EDUCATION (EBCE)

Orange County Public Schools
434 N. Tampa Avenue
Orlando, Florida 32802

This Far West model EBCE program is open to all juniors and seniors in Orange County. Students spend from twelve to twenty-five hours per week at their community placements depending on the number of EBCE credits (up to three) they have elected to earn. During this one-semester experience they spend an average of five weeks at each of four community sites. Site assignment depends on the participant's career interests. Vocational elective credit is granted. Once a week these students attend a seminar conducted by the coordinator at a rotating community site.

EXPERIENCE-BASED CAREER EDUCATION (EBCE)

Tigard High School
9000 S.W. Durham Road
Tigard, Oregon 97223

This program is a Northwest Regional Education Laboratory model of Experience-Based Career Education and operates as a full-time alternative high school. Students spend approximately twelve hours per week in community placements, in the public and private sector, learning about careers. Through a carefully prepared program, students are able to reflect on their experiences and to develop effective career interests. Students may enroll in the program for a maximum of two years, receiving academic credit.

GROUP CAREER OBSERVATION (GrpCarObs)

Mesa Unified School District
549 N. Stapley Drive
Mesa, Arizona 85203

In this career-observation program students visit large institutions or agencies for the purpose of career exploration. In such a visit students are able to observe many individuals carrying out their specific career roles. Through brief encounters with individual persons in these visits, students inquire about their own specific career interests and clarify perceptions they already have. There is provision through the school's curriculum, usually a specific course, for such encounters. Students receive no credit in this program.

INDIVIDUAL CAREER OBSERVATION (IndCarObs)

Mesa Unified School District
549 N. Stapley Drive
Mesa, Arizona 85203

This program enables students to examine at close range a specific career by spending a day with someone engaged in that career. Placements are arranged by program staff. Staff also help students reflect on their interaction with adults and the new insights gained about the career field. No school credit is given.

MEDICAL CAREERS (MedCar)

Apopka High School
Orange County Public Schools
555 W. Martini Street
Apopka, Florida 32703

Twelve students are involved for one school year in this program designed to prepare students for entry-level medical careers and to expose them to professional careers in the medical field. Students, who are generally high achievers, rotate through a series of placements learning basic medical skills. Eventually they settle on one site based on their interest. Students are not paid but receive two vocational credits--one for related class experience and one for site experience. An active extracurricular club is an important component of this program.

OCCUPATIONAL WORK ADJUSTMENT (OcWkAdj)

Eastmoor Junior High School
3450 Medway Avenue
Columbus, Ohio 43212

This state funded program is for junior high students who are at risk as potential dropouts or poor achievers. The program with an enrollment of about twenty-five uses paid work experience as a motivator to help youth improve their attitudes toward themselves and school. The in-school part of the program helps to make content of the curriculum meaningful and career related. Much personal counselling is provided.

OCCUPATIONAL WORK EXPERIENCE (OcWkEx)

Hilliard High School
5600 Scioto-Darby Road
Hilliard, Ohio 43026

For senior high youth who seem unlikely to complete school or are achieving poorly, this state funded program uses paid work experience to help youth develop greater employability skills. The work experience is also an incentive to complete high school. Instruction seeks to relate directly to the students' work experiences.

STUDENT APPRENTICESHIP (StuApprn)

Enterprise for High School Students
3275 Sacramento Street
San Francisco, California 94115

The Student Apprenticeship Program places academically talented students from eighteen public and private area high schools in business and professional apprenticeships in forty-one participating firms. Students are at the worksite from six to ten hours per week after school, spring semester, in return for the opportunity to work closely with business leaders or professionals. The learners' objectives are to learn new skills, to be exposed to the scope and variety of a field, to gain practical work experiences, and to determine whether a particular field suits their interests and capacities. Applicants, recruited through school staff, are interviewed and screened for enthusiasm, interest, well-rounded ability, and willingness to meet the challenges and responsibilities of apprenticeships. Most learners receive academic credit; only a few receive pay. The spring program has placed 235 students in its first four years.

TRADE AND INDUSTRIAL CO-OP (T&I-Coop)

Ames High School
Ames, Iowa 50010

Students spend one-half of each school day (approximately twenty hours per week) in on-the-job training during the twelfth grade. The other half of the day is spent in instruction in a trade and industry-related class and in instruction in other academic classes. Students are prepared for entry-level jobs. Vocational education credit is earned.

WORK EXPERIENCE (WorkExp)

Downtown Senior High School
110 Barlett Street
San Francisco, California 94601

This is a magnet school for students interested in preparing for employment. Most students are transfers from San Francisco's large high schools. Of approximately 250 students in the school, 172 participate in work experience. Placement is handled by one coordinator. Students, some of whom work forty hours per week, receive pay and credit for participation. Most are also enrolled in skill-training courses at the school, though in many cases the classroom and worksite experiences are not specifically coordinated.

WORK EXPERIENCE EDUCATION (WorkExEd)

Irvington High School
41800 Blacow Road
Fremont, California 94538

The work Experience Education program at Irvington High School is designed for juniors and seniors who want to learn about the employment cycle: getting a job, keeping a job, and leaving a job. At the same time students are employed on a paid basis in one of the part-time employment situations obtained by the program coordinators. Students are placed in entry-level jobs in the private and public sector, where they usually earn minimum wages, and provide their own transportation to and from the job. Program seminars help students understand and meet employer expectations and help them solve their work-related problems. Students may remain in the program for the entire two years and earn up to forty hours of work-experience credit which count toward graduation.

Compiled by Lester Jipp, June 1980.

APPENDIX D

DATA TABLES

TABLE 5

Mean N% of Each Item for Normative Programs

	AutoMech Tampa 402	WorkExp San Fran 502	CoopWkEx Milwaukie 703	T&I Coop Ames 302	DistEdSH Des Moines 203	WorkExEd Freemont 501	CETA-HmRp Portland 702	DivWkEx Phoenix 603	CETA-YEP Oakland 505	CoopEd Gilbert 601	CETA-CBENH Des Moines 202	DistEdNH Des Moines 201	DistEd Ames 301	OcWkEx Hilliard 102	DistEd Columbus 103	OcWkAdj Columbus 101	Mean
1. Program goals	67	34	70	68	66	55	67	59	64	62	63	59	55	61	73	53	61
2. Career growth	70	60	45	53	65	58	58	53	50	59	50	67	56	59	51	35	56
3. Self-concepts	65	70	52	61	52	62	59	44	47	51	48	51	40	59	45	37	53
4. Coordinator's role	51	67	53	47	53	70	52	57	49	54	44	46	40	48	31	44	50
5. Interpretation	44	54	52	69	51	56	45	42	53	48	52	43	54	52	54	49	51
6. Nature of work exp.	73	76	76	56	56	53	69	66	82	62	71	62	52	42	71	77	65
7. Diversity	55	53	45	50	62	53	60	65	69	54	57	60	63	59	38	59	56
8. Student's role	73	56	90	79	76	76	60	77	49	69	66	66	81	68	69	54	68
9. Employer's role	65	52	67	65	55	46	52	56	60	54	59	56	68	62	46	50	57
Mean	63	62	61	61	60	59	58	58	58	57	57	57	57	57	53	51	58

TABLE 6

Rank of Each Item by Mean N% for Normative Programs

	402	502	703	302	203	501	702	603	505	601	202	201	301	102	103	101	Overall Rank
1. Program goals	4	9	3	3	2	6	2	4	3	3	3	5	5	3	1	4	3
2. Career growth	3	4	9	7	3	4	6	7	6	4	7	1	4	4	5	9	6
3. Self-concepts	5	2	7	5	8	3	5	8	9	8	8	7	8	5	7	8	7
4. Coordinator's role	8	3	5	9	7	2	8	5	7	5	9	8	9	8	9	7	9
5. Interpretation	9	6	6	2	9	5	9	9	5	9	6	9	6	7	4	6	8
6. Nature of work exp.	1	1	2	6	5	7	1	2	1	2	1	3	7	9	2	1	2
7. Diversity	7	7	8	8	4	8	3	3	2	6	5	4	3	6	8	2	5
8. Student's role	2	5	1	1	1	1	4	1	8	1	2	2	1	1	3	3	1
9. Employer's role	6	8	4	4	6	9	7	6	4	7	4	6	2	2	6	5	4

N.B.: Rank determined before rounding off

TABLE 7

Mean P% of Each Item for Personalistic Programs

	ExHiIn Tampa 401	EBCE Ames 303	EBCE Castro Val 504	IndCarExpl Mesa 605	EBCE Orlando 406	ComPartic Orlando 407	ComLab Tampa 604	StuApprn San Fran 405	GrpCarExpl Mesa 403	MedCar Apopka 404	ExHiIntrn Orlando 503	EBCE-CE2 Tigard 701	CETA-CarEx Portland 704	ComIntrn Danville 506	ComServ Scottsdale 602	Mean
1. Program goals	62	67	56	74	67	67	53	61	52	47	55	55	51	36	51	57
2. Career growth	56	81	77	65	77	69	69	69	57	86	68	61	49	73	40	66
3. Self-concepts	72	71	75	67	82	77	72	76	75	81	72	66	73	54	60	72
4. Coordinator's role	76	70	85	52	64	65	83	71	41	82	72	65	56	70	61	68
5. Interpretation	49	53	51	43	48	68	49	47	62	67	39	47	40	58	51	51
6. Nature of work exp.	72	32	39	52	48	54	52	25	40	27	57	34	39	42	61	45
7. Diversity	67	67	38	42	53	49	54	51	44	48	55	52	63	76	40	53
8. Student's role	59	31	70	78	61	44	56	76	82	68	54	64	52	22	46	58
9. Employer's role	58	62	63	76	61	55	57	34	80	59	54	48	69	54	57	59
Mean	64	63	63	62	62	59	61	57	60	60	59	55	55	54	52	59

TABLE 8

Rank of Each Item by Mean P% for Personalistic Programs

	401	303	504	605	406	404	407	503	604	405	403	701	704	506	602	Overall Rank
1. Program goals	5	5	6	3	3	4	7	5	6	8	5	5	6	7	6	6
2. Career growth	8	1	2	5	2	2	3	4	5	1	3	4	7	2	9	3
3. Self-concepts	2	2	3	4	1	1	2	2	3	3	2	1	1	6	3	1
4. Coordinator's role	1	3	1	7	4	5	1	3	8	2	1	2	4	3	2	2
5. Interpretation	9	7	7	8	8	3	9	7	4	5	9	8	8	4	5	8
6. Nature of work exp.	3	8	9	6	9	7	8	9	9	9	4	9	9	8	1	9
7. Diversity	4	4	8	9	7	8	6	6	7	7	6	6	3	1	8	7
8. Student's role	6	9	4	1	6	9	5	1	1	4	8	3	5	9	7	5
9. Employer's role	7	6	5	2	5	6	4	8	2	6	7	7	2	5	4	4

N.B.: Rank determined before rounding off

TABLE 9

Range and Frequency of N% Scores in Normative Programs

Programs	Mean N%	Range of N% Scores	No. of Students Total	No. Within N Range	No. Within P Range
402 AutoMech Tampa	62.88	74.44 - 38.89	15	13	2
502 WorkExp San Fran	61.60	82.14 - 36.25	21	17	4
703 CoopWkEx Milwaukie	61.22	80.28 - 42.22	10	9	1
302 T&I-Coop Ames	60.69	82.35 - 43.02	33	28	5
203 DistEdSH Des Moines	59.83	74.32 - 45.56	13	11	2
501 WorkExEd Freemont	58.99	85.71 - 42.17	9	6	3
702 CETA-HmRp Portland	57.92	69.32 - 43.33	10	8	2
603 DivWkEx Phoenix	57.68	70.00 - 37.78	23	17	6
505 CETA-YEP Oakland	57.60	73.91 - 33.33	15	12	3
601 CoopEd Gilbert	57.24	82.14 - 38.89	28	21	7
202 CETA-CBENH Des Moines	57.06	82.35 - 37.29	16	9	7
201 DistEdNH Des Moines	57.00	87.36 - 46.67	21	11	10
301 DistEd Ames	56.73	78.57 - 32.22	38	31	7
102 OcWkEx Hilliard	56.54	82.55 - 40.00	19	15	4
103 DistEd Columbus	53.20	74.44 - 35.56	16	11	5
101 OcWkAdj Columbus	51.00	80.28 - 37.78	14	7	7

TABLE 10

Range of Frequency of P% Scores in Personalistic Programs

Programs	Mean P%	Range of P% Scores	No. of Students Total	No. of Students No. Within P Range	No. of Students No. Within N Range
401 ExHiIntrn Tampa	63.88	98.61 - 31.81	22	18	4
303 EBCE Ames	63.66	82.22 - 37.78	9	7	2
504 EBCE Castro Val	63.00	91.11 - 43.75	21	19	2
605 IndCarExpl Mesa	62.21	79.31 - 46.67	16	14	2
406 EBCE Orlando	62.19	81.81 - 40.00	25	22	3
404 ComPartic Orlando	60.82	82.22 - 37.78	15	11	4
407 ComLab Tampa	60.60	82.76 - 37.04	11	9	2
503 StuApprn San Fran	60.55	76.31 - 51.19	14	14	0
604 GrpCarExpl Mesa	59.82	91.89 - 38.89	7	6	1
405 MedCar Apopka	59.61	72.29 - 41.38	12	11	1
403 ExHiIntrn Orlando	58.71	88.89 - 24.29	49	35	14
701 EBCE-CE2 Tigard	55.09	71.11 - 42.70	29	21	8
704 CETA-CarEx Portland	54.62	75.90 - 40.00	7	4	3
506 ComIntrn Danville	54.14	93.24 - 37.78	5	2	3
602 ComServ Scottsdale	52.00	70.93 - 24.44	15	8	7

TABLE 13

Difference in Mean N% by Sex in Normative Programs

	Program	Mean N%	Distribution Male	Distribution Female	Total
FREQUENCY	402		15		15
% OF ALL STUDENTS	AutoMech		5.12		5.12
% OF PROG STUDENTS	Tampa		100.00		
DIFF. BET. PROG MEAN N%		62.88	-	-	
	502		10	11	21
	WorkExp		3.41	3.75	7.17
	San Fran		47.62	52.38	
		61.60	-	+1.4	
	703		5	4	9
	CoopWkEx		1.71	1.37	3.07
	Milwaukie		55.56	44.44	
		61.60	+6.38	-	
	302		32	1	33
	T&I-Coop		10.92	0.34	11.26
	Ames		96.97	3.03	
		60.69	-	+2.72	
	203			13	13
	DistEdSH			4.44	4.44
	Des Moines			100.00	
		59.83	-	-	
	501		4	4	8
	WorkExEd		1.37	1.37	2.73
	Freemont		50.00	50.00	
		58.99	-	+5.00	
	702		3	3	6
	CETA-HmRp		1.02	1.02	2.05
	Portland		50.00	50.00	
		57.92	+3.29	-	
	603		11	12	23
	DivWkEx		3.75	4.10	7.85
	Phoenix		47.83	52.17	
		57.68	+3.53	-	
	505		8	7	15
	CETA-YEP		2.73	2.39	5.12
	Oakland		53.33	46.67	
		57.60	+4.19	-	
	601		9	19	28
	CoopEd		3.07	6.48	9.56
	Gilbert		32.14	67.86	
		57.24	-	+2.52	
	202		3	13	16
	CETA-CBENH		1.02	4.44	5.46
	Des Moines		18.75	81.25	
		57.06	+8.47	-	
	201		4	17	21
	DistEdNH		1.37	5.80	7.17
	Des Moines		19.05	80.95	
		57.00	+3.20	-	
	301		17	20	37
	DistEd		5.80	6.83	[illegible]
	Ames		45.95	54.05	
		56.73	+5.16	-	
	102		16	3	19
	OcWkEx		5.46	1.02	6.48
	Hilliard		84.21	15.79	
		56.54	+.29	-	
	103		8	7	15
	DistEd		2.73	2.39	5.12
	Columbus		53.33	46.67	
		53.20	+9.04	-	
	101		10	4	14
	OcWkAdj		3.41	1.37	4.78
	Columbus		71.43	28.57	
		51.00	+4.83	-	
Total			155	138	293*
			52.90	47.10	100.00
			+2.44	-	

* Data unavailable from 8 students

TABLE 14

Difference in Mean P% by Sex in Personalistic Programs

	Program	Mean P%	Distribution Male	Distribution Female	Total
FREQUENCY	401		4	18	22
% OF ALL STUDENTS	ExHiIntrn		1.59	7.14	8.73
% OF PROG STUDENTS	Tampa		18.18	81.82	
DIFF. BET. PROG MEAN P%		63.88	+.43	-	
	303		1	8	9
	EBCE		.40	3.17	3.57
	Ames		11.11	88.89	
		63.66	+11.34	-	
	504		9	12	21
	EBCE		3.57	4.76	8.33
	CastroVal		42.86	57.14	
		63.00	-	+7.2	
	605		5	10	15
	IndCarExpl		1.98	3.97	5.95
	Mesa		33.33	66.67	
		62.21	-	+4.2	
	406		6	19	25
	EBCE		2.38	7.54	9.92
	Orlando		24.00	76.00	
		62.19	-	+5.9	
	404		6	9	15
	ComPartic		2.38	3.57	5.95
	Orlando		40.00	60.00	
		60.82	-	+9.3	
	407		8	3	11
	ComLab		3.17	1.19	4.37
	Tampa		72.73	27.27	
		60.60	+3.8	-	
	503		6	8	14
	StuApprn		2.38	3.17	5.56
	San Fran		42.86	57.14	
		60.55	-	+2.8	
	604		3	3	6
	GrpCarExpl		1.19	1.19	2.38
	Mesa		50.00	50.00	
		59.82	+7.3	-	
	405		6	6	12
	MedCar		2.38	2.38	4.76
	Apopka		50.00	50.00	
		59.61	+3.5	-	
	403		21	28	49
	ExHiIntrn		8.33	11.11	19.44
	Orlando		42.86	57.14	
		58.71	+3.5	-	
	701		6	22	28
	EBCE-CE2		2.38	8.73	11.11
	Tigard		21.43	78.57	
		55.09	-	+5.2	
	704		1	5	6
	CETA-CarEx		.40	1.98	2.38
	Portland		16.67	83.33	
		54.62	+10.4	-	
	506			5	5
	ComIntrn			1.98	1.98
	Danville			100.00	
		54.14	-	-	
	602			14	14
	ComServ			5.56	5.56
	Scottsdale			100.00	
		52.00	-	-	
Total			82	170	252*
			32.54	67.46	100.00
			+1.0	-	

* Data unavailable from 5 students

TABLE 15

Differences in Mean N% by Age in Normative Programs

Program Frequency % of All Students % of Prog Students Diff By Prog Mean N%	Mean N%	Age							Total
		14	15	16	17	18	19	20	
402					8	7			15
AutoMech					2.74	2.40			5.14
Tampa					53.33	46.67			
	62.88				-1.8	+2.0			
502			4	9	6	1	1		21
WorkExp			1.37	3.08	2.05	.34	.34		7.19
San Fran			19.05	42.86	28.57	4.76	4.76		
	61.60		+9.5	-6.6	-.1	+19.2	+9.5		
703				3	3	2	1		9
CoopWkEx				1.03	1.03	.68	.34		3.08
Milwaukie				33.33	33.33	22.22	11.11		
	61.22			+6.1	-2.7	+10.5	-11.2		
302					9	19	5		33
T&I Coop					3.08	6.51	1.71		11.30
Ames					27.27	57.58	15.15		
	60.69				+5.1	-1.4	-3.6		
203				1	6	6			13
DistEdSH				.34	2.05	2.05			4.45
Des Moines				7.69	46.15	46.15			
	59.83			+6.5	-.9	-.2			
501				1	3	4			8
WorkExEd				.34	1.03	1.37			2.74
Freemont				12.50	37.50	50.00			
	58.99			+26.3	-5.8	-7.1			
702					2	3	2		7
CETA-HmRp					.68	1.03	.68		2.40
Portland					28.57	42.86	28.57		
	57.92				+8.2	+.6	-4.0		
603				3	13	5	1	1	23
DivWkEx				1.03	4.45	1.71	.34	.34	7.88
Phoenix				13.04	56.52	21.74	4.35	4.35	
	57.68			-5.3	+.4	+3.6	-19.9	+11.2	
505				4	5	5	1		15
CETA-YEP				1.37	1.71	1.71	.34		5.14
Oakland				26.67	33.33	33.33	6.67		
	57.60			+3.5	-3.6	+2.4	-8.7		
601				2	13	11	1		27
CoopEd				.68	4.45	3.77	.34		9.25
Gilbert				7.41	48.15	40.74	3.70		
	57.24			+.3	+1.2	-.9	+6.4		
202			2	9	5				16
CETA-CBENH			.68	3.08	1.71				5.48
Des Moines	57.06		12.50	56.25	31.25				
			-8.2	-1.1	+5.3				
201				2	8	7	4		21
DistEdMH				.68	2.74	2.40	1.37		7.19
Des Moines				9.52	38.10	33.33	19.05		
	57.00			+3.0	-1.7	-2.4	+6.6		
301					6	32			38
DistEd					2.05	10.96			13.01
Ames					15.79	84.21			
	56.73				+2.9	-.5			
102					2	9	6	1	18
OcWkEx					.68	3.08	2.05	.34	6.16
Hilliard	56.54				11.11	50.00	33.33	5.56	
					-4.9	+.1	-.7	+11.3	
103					6	7	1		14
DistEd					2.05	2.40	.34		4.79
Columbus					42.86	50.00	7.14		
	53.20				+.5	-2.6	-2.1		
101		4	9	1					14
OcWkAdj		1.37	3.08	.34					4.79
Columbus		28.57	64.29	7.14					
	51.00	+2.3	+.5	-13.2					
Total		4	15	35	95	118	23	2	292*
		1.37	5.14	11.99	32.53	40.41	7.88	.68	100.00
		+2.3	+1.7	-.8	+.4	-.3	-1.3	+11.3	

* Data unavailable from 9 students

TABLE 16

Differences in Mean P% by Age in Personalistic Programs

Frequency % of all Students % of Prog Students Diff by Prog Mean P%	Mean P%	Age 12	13	14	15	16	17	18	19	Total
401							11	10		21
ExHiIntrn							4.44	4.03		8.47
Tampa							52.38	47.62		
	63.88						+2.2	-3.4		
303						3	5	1		9
EBCE						1.21	2.02	.40		3.63
Ames						33.33	55.56	11.11		
	63.66					+.7	-.8	+1.7		
504						7	11	2	1	21
EBCE						2.82	4.44	.81	.40	8.47
Castro Val						33.33	52.38	9.52	4.76	
	63.00					+7.3	-4.5	-4.7	+6.3	
605		2	3	9	1					15
IndCarExpl		.81	1.21	3.63	.40					6.05
Mesa		13.33	20.00	60.00	6.67					
	62.21	-5.2	-.3	+5.0	-14.1					
406						3	13	9		25
EBCE						1.21	5.24	3.63		10.08
Orlando						12.00	52.00	36.00		
	62.19					-2.3	+.3	+.3		
404						1	6	7	1	15
ComPartic						.40	2.42	2.82	.40	6.05
Orlando						6.67	40.00	46.67	6.67	
	60.82					+.3	-.1	+4.1	-23.0	
407						5	5	1		11
ComLab						2.02	2.02	.40		4.44
Tampa						45.45	45.45	9.09		
	60.60					+1.2	-.4	-3.9		
503						2	6	6		14
StuApprn						.81	2.42	2.42		5.65
San Fran						14.29	42.86	42.86		
	60.55					+4.2	-1.3	-.3		
604						1	2	2	1	6
GrpCarExpl						.40	.81	.81	.40	2.42
Mesa						16.67	33.33	33.33	16.67	
	59.82					-3.0	-12.7	+21.3	-5.4	
405							8	4		12
MedCar							3.23	1.61		4.84
Apopka							66.67	33.33		
	59.61						+2.8	-5.4		
403						1	28	17	3	49
ExHiIntrn						.40	11.29	6.85	1.21	19.76
Orlando						2.04	57.14	34.69	6.12	
	58.71					-24.3	-.3	+.7	+7.9	
701						5	10	11	1	27
EBCE-CE2						2.02	4.03	4.44	.40	10.89
Tigard						18.52	37.04	40.74	3.70	
	55.09					+4.9	+2.8	-3.3	-7.3	
7[illegible]4				1	2	2				5
CETA-CarEx				.40	.81	.81				2.02
Portland				20.00	40.00	40.00				
	54.62			-14.6	+5.5	-.3				
506						1	4			5
ComIntrn						.40	1.61			2.02
Danville						20.00	80.00			
	54.14					-14.1	+3.9			
602					2	3	5	3		13
ComServ					.81	1.21	2.02	1.21		5.24
Scottsdale					15.38	23.08	38.46	23.08		
	52.00				-9.0	+11.1	-10.6	+7.6		
Total		2	3	10	5	34	114	73	7	248*
		.81	1.21	4.03	2.02	13.71	45.97	29.44	2.82	100.00
		-5.2	-.3	+3.0	-4.22	+2.3	-.5	+.05	-.8	

* Data unavailable from 9 students

TABLE 17

Differences in Mean N% by Grade Point Average in Normative Programs

Frequency % of all Students % of Prog Students Diff by Prog Mean N%	Mean N%	Grade Point Average					
		A	B	C	D	No Resp	Total
402		1	10	3		1	15
AutoMech		.33	3.32	1.00		.33	4.98
Tampa		6.67	66.67	20.00		6.67	
	62.88	-6.25	+4.25	-7.69			
502		1	13	4		3	21
WorkExp		.33	4.32	1.33		1.00	6.98
San Fran		4.76	61.90	19.05		14.28	
	61.60	-25.35	-.50	+4.65			
703			3	3	1	3	10
CoopWkEx			1.00	1.00	.33	1.00	3.32
Milwaukie			30.00	30.00	10.00	30.00	
	61.22		+9.30	+1.18	-11.22		
302		1	23	6		3	33
T&I-Coop		.33	7.64	1.99		1.00	10.96
Ames		3.03	69.70	18.18		9.09	
	60.69	-.70	-.75	-.09			
203		4	4	5			13
DistEdSH		1.33	1.33	1.66			4.32
Des Moines		30.77	30.77	38.46			
	59.83	-1.94	-1.39	+2.73			
501		4	3	1		1	9
WorkExEd		1.33	1.00	.33		.33	2.99
Freemont		44.44	33.33	11.11		11.11	
	58.99	-7.98	+10.12	-17.88			
702		1	1	1	1	6	10
CETA-HmRp		.33	.33	.33	.33	1.99	3.32
Portland		10.00	10.00	10.00	10.00	60.00	
	57.92	-9.03	+.97	-3.37	+7.64		
603		1	8	10	2	2	23
DivWkEx		.33	2.66	3.32	.66	.66	7.64
Phoenix		4.35	34.78	43.48	8.70	8.70	
	57.68	-8.24	-.82	-.24	+8.99		
505		7	4	3		1	15
CETA-YEP		2.33	1.33	1.00		.33	4.98
Oakland		46.67	26.67	20.00		6.67	
	57.60	-.69	-.67	-.89			
601		1	10	10	4	3	28
CoopEd		.33	3.32	3.32	1.33	1.00	9.30
Gilbert		3.57	35.71	35.71	14.29	10.71	
	57.24	+11.90	-1.13	-.68	+.65		
202		2	1	9	3	1	16
CETA-CBENH		.66	.33	2.99	1.00	.33	5.32
Des Moines		12.50	6.25	56.25	18.75	6.25	
	57.06	-15.58	+25.29	0	-1.20		
201			7	8	3	3	21
DistEdNH			2.33	2.66	1.00	1.00	6.98
Des Moines			33.33	38.10	14.29	14.29	
	57.00		+1.68	+.81	-11.72		
301		6	23	9			38
DistEd		1.99	7.64	2.99			12.62
Ames		15.79	60.53	23.68			
	56.73	-5.95	-.13	+4.43			
102		7	7	4	1		19
OcWkEx		2.33	2.33	1.33	.33		6.31
Hilliard		36.84	36.84	21.05	5.26		
	56.54	+.44	-.43	+.47	-2.10		
103		1	6	7		2	16
DistEd		.33	1.99	2.33		.66	5.32
Columbus		6.25	37.50	43.75		12.50	
	53.20	+4.58	-.03	+.61			
101			8	5	1		14
OcWkAdj			2.66	1.66	.33		4.65
Columbus			57.14	35.71	7.14		
	51.00		-4.59	+2.63	+25.54		
Total		37	131	88	16	29	301
		12.29	43.52	29.24	5.32	9.63	100.00
		-4.67	+.35	+.5	+.11		

TABLE 18

Differences in Mean P% by Grade Point Average in Personalistic Programs

Frequency % of all Students % of Prog Students Diff by Prog Mean P%	Mean P%	Grade Point Average					
		A	B	C	D	No Resp	Total
401		8	10	2		2	22
ExHiIntrn		3.11	3.89	.78		.78	8.56
Tampa		36.36	45.45	9.09		9.09	
	63.88	-1.79	-3.57	+6.81			
303			3	5	1		9
EBCE			1.17	1.95	.39		3.50
Ames			33.33	55.56	11.11		
	63.66		+3.75	-1.93	+3.01		
504		10	9	1		1	21
EBCE		3.89	3.50	.39		.39	8.17
Castro Val		47.62	42.86	4.76		4.76	
	63.00	+3.64	-3.65	-1.41			
605			3	7	4	2	16
IndCarExpl			1.17	2.72	1.56	.78	6.23
Mesa			18.75	43.75	25.00	12.50	
	62.21		-1.48	-.99	+8.48		
406		7	7	10		1	25
EBCE		2.72	2.72	3.89		.39	9.73
Orlando		28.00	28.00	40.00		4.00	
	62.19	-1.12	-.13	+3.15			
404			10	5			15
ComPartic			3.89	1.95			5.84
Orlando			66.67	33.33			
	60.82		+4.39	-7.13			
407		9	2				11
ComLab		3.50	.78				4.28
Tampa		81.82	18.18				
	60.60	-2.64	+11.72				
503		11	3				14
StuApprn		4.28	1.17				5.45
San Fran		78.57	21.43				
	60.55	-.75	+3.08				
604		2	2	2		1	7
GrpCarExpl		.78	.78	.78		.39	2.72
Mesa		28.57	28.57	28.57		14.29	
	59.82	-12.45	+21.28	-3.77			
405		6	6				12
MedCar		2.33	2.33				4.67
Apopka		50.00	50.00				
	59.61	+2.92	-2.80				
403		20	21	5	1	2	49
ExHiIntrn		7.78	8.17	1.95	.39	.78	19.07
Orlando		40.82	42.86	10.20	2.04	4.08	
	58.71	-1.80	+1.01	+6.46	-9.36		
701		1	11	14		3	29
EBCE-CE2		.39	4.28	5.45		1.17	11.28
Tigard		3.45	37.93	48.28		10.34	
	55.09	-1.76	+4.77	-2.69			
704		1	5			1	7
CETA-CarEx		.39	1.95			.39	2.72
Portland		14.29	71.43			14.29	
	54.62	+21.3	-5.55				
506			3	1		1	5
ComIntrn			1.17	.39		.39	1.95
Danville			60.00	20.00		20.00	
	54.14		+.55	+7.93			
602		2	5	6	1	1	15
ComServ		.78	1.95	2.33	.39	.39	5.84
Scottsdale		13.33	33.33	40.00	6.67	6.67	
	52.00	-8.98	+4.95	-2.29	+5.47		
Total		77	100	58	7	15	257
		29.96	38.91	22.57	2.72	5.84	100.00
		-.77	+1.93	-.51	+4.72		

TABLE 19

Distribution of Students by Father's Occupation in Normative Programs

Program Frequency Percent Row Pct Col Pct	Mean NI	Father's Occupation							
		Blue Collar	White Collar Service	Self-Employed	Management Professional	Not Living	Unemployed	Not Given	Total
402		8	1			2	1	3	15
AutoMech		2.66	.33			.66	.33	1.00	4.98
Tampa		53.33	6.67			13.33	6.67	20.00	
	62.88	7.77	1.72			15.38	25.00		
502		10			5	3	1	2	21
WorkExp		3.32			1.66	1.00	.33	.66	6.98
San Fran		47.62			23.81	14.29	4.76	9.52	
	61.60	9.71			11.90	23.08	25.00		
703		2	3	2	2			1	10
CoopWkEx		.66	1.00	.66	.66			.33	3.32
Milwaukie		20.00	30.00	20.00	20.00			10.00	
	61.22	1.94	5.17	9.52	4.76				
302		4	16	2	7	1		3	33
T&I-Coop		1.33	5.32	.66	2.33	.33		1.00	10.96
Ames		12.12	48.48	6.06	21.21	3.03		9.09	
	60.69	3.88	27.59	9.52	16.67	7.69			
203		4	1	3	1	1		3	13
DistEdSH		1.33	.33	1.00	.33	.33		1.00	4.32
Des Moines		30.77	7.69	23.08	7.69	7.69		23.08	
	59.83	3.88	1.72	14.29	2.38	7.69			
501		5		1	2			1	9
WorkExEd		1.66		.33	.66			.33	2.99
Freemont		55.56		11.11	22.22			11.11	
	58.99	4.85		4.76	4.76				
702		3	2	1	1			3	10
CETA-HmRp		1.00	.66	.33	.33			1.00	3.32
Portland		30.00	20.00	10.00	10.00			30.00	
	57.92	2.91	3.45	4.76	2.38				
603		10	3			1	1	8	23
DivWkEx		3.32	1.00			.33	.33	2.66	7.64
Phoenix		43.48	13.04			4.35	4.35	34.78	
	57.68	9.71	5.17			7.69	25.00		
505		9				1		5	15
CETA-YEP		2.99				.33		1.66	4.98
Oakland		60.00				6.67		33.33	
	57.60	8.74				7.69			
601		10	6	3	3	1		5	28
CoopEd		3.32	1.99	1.00	1.00	.33		1.66	9.30
Gilbert		35.71	21.43	10.71	10.71	3.57		17.86	
	57.24	9.71	10.34	14.29	7.14	7.69			
202		6	2	1		1		6	16
CETA-CBENH		1.99	.66	.33		.33		1.99	5.32
Des Moines		37.50	12.50	6.25		6.25		37.50	
	57.06	5.83	3.45	4.76		7.69			
201		8	5	2	1		1	4	21
DistEdNH		2.66	1.66	.66	.33		.33	1.33	6.98
Des Moines		38.10	23.81	9.52	4.76		4.76	19.05	
	57.00	7.77	8.62	9.52	2.38		25.00		
301		4	6	5	19	1		3	38
DistEd		1.33	1.99	1.66	6.31	.33		1.00	12.62
Ames		10.53	15.79	13.16	50.00	2.63		7.89	
	56.73	3.88	10.34	23.81	45.24	7.69			
102		13	2		1	1		2	19
OcWkEx		4.32	.66		.33	.33		.66	6.31
Hilliard		68.42	10.53		5.26	5.26		10.52	
	56.54	12.62	3.45		2.38	7.69			
103		5	6					5	16
DistEd		1.66	1.99					1.66	5.32
Columbus		31.25	37.50					31.25	
	53.20	4.85	10.34						
101		2	5	1				6	14
OcWkAdj		.66	1.66	.33				1.99	4.65
Columbus		14.29	35.71	7.14				42.85	
	51.00	1.94	8.62	4.76					
Total		103	58	21	42	13	4	60	301
		34.22	19.27	6.98	13.95	4.32	1.33	19.93	100.00

TABLE 20

Distribution of Students by Father's Occupation in Personalistic Programs

		Father's Occupation							
Program Frequency Percent Row Pct Col Pct	Mean	Blue Collar	White Collar Service	Self-Employed	Management Professional	Not Living	Unemployed	Not Given	Total
401		5	2	2	11	2			22
ExHiIntrn		1.95	.78	.78	4.28	.78			8.56
Tampa		22.73	9.09	9.09	50.00	9.09			
	63.88	7.25	5.26	7.41	12.79	25.00			
303		3	2		2	2			9
EBCE		1.17	.78		.78	.78			3.50
Ames		33.33	22.22		22.22	22.22			
	63.66	4.35	5.26		2.33	25.00			
504		7		1	11			2	21
EBCE		2.72		.39	4.28			.78	8.17
Castro Val		33.33		4.76	52.38			9.52	
	63.00	10.14		3.70	12.79				
605		4	7	1				4	16
IndCarExpl		1.56	2.72	.39				1.56	6.23
Mesa		25.00	43.75	6.25				25.00	
	62.21	5.80	18.42	3.70					
406		8	3	2	5	1		6	25
EBCE		3.11	1.17	.78	1.95	.39		2.33	9.73
Orlando		32.00	12.00	8.00	20.00	4.00		24.00	
	62.19	11.59	7.89	7.41	5.81	12.50		35.29	
404		5		1	5		1	3	15
ComPartic		1.95		.39	1.95		.39	3.11	5.84
Orlando		33.33		6.67	33.33		6.67	53.33	
	60.82	7.25		3.70	5.81		100.00		
407		3		2	6				11
ComLab		1.17		.78	2.33				4.28
Tampa		27.27		18.18	54.55				
	60.60	4.35		7.41	6.98				
503		5			8	1			14
StuApprn		1.95			3.11	.39			5.45
San Fran		35.71			57.14	7.14			
	60.55	7.25			9.30	12.50			
604			1	1	1	1		3	7
GrpCarExpl			.39	.39	.39	.39		1.17	2.72
Mesa			14.29	14.29	14.29	14.29		20.00	
	59.82		2.63	3.70	1.16	12.50			
405		6	1	1	4				12
MedCar		2.33	.39	.39	1.56				4.67
Apopka		50.00	8.33	8.33	33.33				
	59.61	8.70	2.63	3.70	4.65				
403		14	2	7	22	1		3	49
ExHiIntrn		5.45	.78	2.72	8.56	.39		1.17	19.07
Orlando		28.57	4.08	14.29	44.90	2.04		6.12	
	58.71	20.29	5.26	25.93	25.58	12.50			
701		7	13	4	2			3	29
EBCE-CE2		2.72	5.06	1.56	.78			1.17	11.28
Tigard		24.14	44.83	13.79	6.90			10.34	
	55.09	10.14	34.21	14.81	2.33				
704		2	1		3			1	7
CETA-CarEx		.78	.39		1.17			.39	2.72
Portland		28.57	14.29		42.86			14.29	
	54.62	2.90	2.63		3.49				
506				1	4				5
ComIntrn				.39	1.56				1.95
Danville				20.00	80.00				
	54.14			3.70	4.65				
602			6	4	2			3	15
ComServ			2.33	1.56	.78			1.17	5.84
Scottsdale			40.00	26.67	13.33			20.00	
	52.00		15.79	14.81	2.33				
Total		69	38	27	86	8	1	28	257
		26.85	14.79	10.51	33.46	3.11	.39	10.89	100.00

TABLE 21

Occupational Classification of Normative Program Experiences

Program Frequency Percent Row Pct Col Pct	Mean NI	Not Given	Professional and Technical	Managers and Administrators	Sales Workers	Clerical and Kindred Workers	Secretaries	Crafts and Kindred Workers	Operatives (Except Transport)	Transport Equipment Operatives	Non-farm Laborers	Service Workers	Farm Workers	Total
402		1						13	1					15
AutoMech		.33						4.32	.33					4.98
Tampa		6.67						86.67	6.67					
	62.88	6.25						28.89	3.33					
502		3			4	5	2	2	2			3		21
WorkExp		1.00			1.33	1.66	.66	.66	.66			1.00		6.98
San Fran		14.29			19.05	23.81	9.52	9.52	9.52			14.29		
	61.60	18.75			5.33	11.90	20.00	4.44	6.67			5.77		
703			1			2	2	1	1			3		10
CoopWkEx			.33			.66	.66	.33	.33			1.00		3.32
Milwaukie			10.00			20.00	20.00	10.00	10.00			30.00		
	61.22		5.88			4.76	20.00	2.22	3.33			5.77		
302		1		1	3			11	9		2	5	1	33
T&I-Coop		.33		.33	1.00			3.65	2.99		.66	1.66	.33	10.96
Ames		3.03		3.03	9.09			33.33	27.27		6.06	15.15	3.03	
	60.69	6.25		33.33	4.00			24.44	30.00		25.00	9.62	100.00	
203		1	1		5		1	1	1		2	1		13
DistEdSH		.33	.33		1.66		.33	.33	.33		.66	.33		4.32
Des Moines		7.69	7.69		38.46		7.69	7.69	7.69		15.38	7.69		
	59.83	6.25	5.88		6.67		10.00	2.22	3.33		25.00	1.92		
501				1	1	2			3			2		9
WorkExEd				.33	.33	.66			1.00			.66		2.99
Freemont				11.11	11.11	22.22			33.33			22.22		
	58.99			33.33	1.33	4.76			10.00			3.85		
702								10						10
CETA-HmRp								3.32						3.32
Portland								100.00						
	57.92							22.22						
603		2	1		6	9		1	1			3		23
DivWkEx		.66	.33		1.99	2.99		.33	.33			1.00		7.64
Phoenix		8.70	4.35		26.09	39.13		4.35	4.35			13.04		
	57.68	12.50	5.88		8.00	21.43		2.22	3.33			5.77		
505		2	5			7						1		15
CETA-YEP		.66	1.66			2.33						.33		4.98
Oakland		13.33	33.33			46.67						6.67		
	57.60	12.50	29.41			16.67						1.92		
601			1		6	7	2	3	2			7		28
CoopEd			.33		1.99	2.33	.66	1.00	.66			2.33		9.30
Gilbert			3.57		21.43	25.00	7.14	10.71	7.14			25.00		
	57.24		5.88		8.00	16.67	20.00	6.67	6.67			13.46		
202		2	4		1	2	1				1	5		16
CETA-CBENH		.66	1.33		.33	.66	.33				.33	1.66		5.32
Des Moines		12.50	25.00		6.25	12.50	6.25				6.25	31.25		
	57.06	12.50	23.53		1.33	4.76	10.00				12.50	9.62		
201				1	9	2	2		4	1		2		21
DistEdNH				.33	2.99	.66	.66		1.33	.33		.66		6.98
Des Moines				4.76	42.86	9.52	9.52		19.05	4.76		9.52		
	57.00			33.33	12.00	4.76	20.00		13.33	50.00		3.85		
301					32	5			1					38
DistEd					10.63	1.66			.33					12.62
Ames					84.21	13.16			2.63					
	56.73				42.67	11.90			3.33					
102		3				1		1	5	1	2	6		19
OcWkEx		1.00				.33		.33	1.66	.33	.66	1.99		6.31
Hilliard		15.79				5.26		5.26	26.32	5.26	10.53	31.58		
	56.54	18.75				2.38		2.22	16.67	50.00	25.00	11.54		
103					8			1			1	6		16
DistEd					2.66			.33			.33	1.99		5.32
Columbus					50.00			6.25			6.25	37.50		
	53.20				10.67			2.22			12.50	11.54		
101		1	4					1				8		14
OcWkAdi		.33	1.33					.33				2.66		4.65
Columbus		7.14	28.57					7.14				57.14		
	51.00	6.25	23.53					2.22				15.38		
Total		16	17	3	75	42	10	45	30	2	8	52	1	301
		5.32	5.65	1.00	24.92	13.95	3.32	14.95	9.97	.66	2.66	17.28	.33	100.00

TABLE 22

Occupational Classification of Personalistic Program Experiences

Program Frequency Percent Row Pct Col Pct	Mean PI	Not Given	Professional and Technical	Managers and Administrators	Sales Workers	Clerical and Kindred Workers	Secretaries	Craft and Kindred Workers	Operatives (Except Transport)	Transport Equipment Operatives	Non-farm Laborers	Service Workers	Total
401			14	7	1								22
ExHiIntrn			5.45	2.72	.39								8.56
Tampa			63.64	31.82	4.55								
	63.88		10.00	24.14	12.50								
303			3	3	1			1				1	9
EBCE			1.17	1.17	.39			.39				.39	3.50
Ames			33.33	33.33	11.11			11.11				11.11	
	63.66		2.14	10.34	12.50			9.09				4.00	
504		6	7		3	3		2					21
EBCE		2.33	2.72		1.17	1.17		.78					8.17
Castro Val		28.57	33.33		14.29	14.29		9.52					
	63.00	42.86	5.00		37.50	27.27		18.18					
605			3	1				5		3		4	16
IndCarExpl			1.17	.39				1.95		1.17		1.56	6.23
Mesa			18.75	6.25				31.25		18.75		25.00	
	62.21		2.14	3.45				45.45		100.00		16.00	
406		1	5	1		1	6		2		1	8	25
EBCE		.39	1.95	.39		.39	2.33		.78		.39	3.11	9.73
Orlando		4.00	20.00	4.00		4.00	24.00		8.00		4.00	32.00	
	62.19	7.14	3.57	3.45		9.09	66.67		40.00		50.00	32.00	
404			9			2						4	15
ComPartic			3.50			.78						1.56	5.84
Orlando			60.00			13.33						26.67	
	60.82		6.43			18.18						16.00	
407			11										11
ComLab			4.28										4.28
Tampa			100.00										
	60.60		7.85										
503			9	3		2							14
StuApprn			3.50	1.17		.78							5.45
San Fran			64.29	21.43		14.29							
	60.55		6.43	10.34		18.18							
604		7											7
GrpCarExpl		2.72											2.72
Mesa		100.00											
	59.82	50.00											
405			12										12
MedCar			4.67										4.67
Apopka			100.00										
	59.61		8.57										
403			31	14		3						1	49
ExHiIntrn			12.06	5.45		1.17						.39	19.07
Orlando			63.27	28.57		6.12						2.04	
	58.71		22.14	48.28		27.27						4.00	
701			19				1	2	3		1	3	29
EBCE-CE2			7.39				.39	.78	1.17		.39	1.17	11.28
Tigard			65.52				3.45	6.90	10.34		3.45	10.34	
	55.09		13.57				11.11	18.18	60.00		50.00	12.00	
704			4		3								7
CETA-CarEx			1.56		1.17								2.72
Portland			57.14		42.86								
	54.62		2.86		37.50								
506			5										5
ComIntrn			1.95										1.95
Danville			100.00										
	54.14		3.57										
602			8				2	1				4	15
ComServ			3.11				.78	.39				1.56	5.84
Scottsdale			53.33				13.33	6.67				26.67	
	52.00		5.71				22.22	9.09				16.00	
Total		14	140	29	8	11	9	11	5	3	2	25	257
		5.45	54.47	11.28	3.11	4.28	3.50	4.28	1.95	1.17	.78	9.73	100.00

TABLE 23

Students' Ratings of Most Important Characteristics of Employers in Normative Programs (each student indicated the two most important characteristics)

Program Frequency Percent Row Pct Col Pct	Mean NX	No Response	Provides Challenging Responsibilities	Has the Workplace Under Control	Answers Questions Well	Is Clear in Giving Directions	Takes Time to Give Me Advice	Total
402			7	4	2	8	9	30
AutoMech			1.16	.66	.33	1.33	1.50	4.98
Tampa			23.33	13.33	6.67	26.67	30.00	
	62.88		4.24	4.04	5.26	5.30	6.98	
502		4	6	7	3	12	10	42
WorkExp		.66	1.00	1.16	.50	1.99	1.66	6.98
San Fran		9.52	14.29	16.67	7.14	28.57	23.81	
	61.60	20.00	3.64	7.07	7.89	7.95	7.75	
703		2	6	2	1	5	4	20
CoopWkEx		.33	1.00	.33	.17	.83	.66	3.32
Milwaukie		10.00	30.00	10.00	5.00	25.00	20.00	
	61.22	10.00	3.64	2.02	2.63	3.31	3.10	
302		1	21	10	4	19	11	66
T&I-Coop		.17	3.49	1.66	.66	3.16	1.83	10.95
Ames		1.52	31.82	15.15	6.06	28.79	16.67	
	60.69	5.00	12.73	10.10	10.53	12.58	8.53	
203			8	5	3	5	5	26
DistEdSH			1.33	.83	.50	.83	.83	4.32
Des Moines			30.77	19.23	11.54	19.23	19.23	
	59.83		4.85	5.05	7.89	3.31	3.88	
501		2	1	5		5	5	18
WorkExEd		.33	.17	.83		.83	.83	2.99
Freemont		11.11	5.56	27.78		27.78	27.78	
	58.99	10.00	.61	5.05		3.31	3.88	
702		4	5	1	2	4	4	20
CETA-HmRp		.66	.83	.17	.33	.66	.66	3.32
Portland		20.00	25.00	5.00	10.00	20.00	20.00	
	57.92	20.00	3.03	1.01	5.26	2.65	3.10	
603			18	8		11	9	46
DivWkEx			2.99	1.33		1.83	1.50	7.64
Phoenix			39.13	7.39		23.91	19.57	
	57.68		10.91	8.08		7.28	6.98	
505		4	4	2	5	8	7	30
CETA-YEP		.66	.66	.33	.83	1.33	1.16	4.98
Oakland		13.33	13.33	6.67	16.67	26.67	23.33	
	57.60	20.00	2.42	2.02	13.16	5.30	5.43	
601		1	15	7	2	19	12	56
CoopEd		.17	2.49	1.16	.33	3.16	1.99	9.30
Gilbert		1.79	26.79	12.50	3.57	33.93	21.43	
	57.24	5.00	9.09	7.07	5.26	12.58	9.30	
202			10	8	3	7	4	32
CETA-CBENH			1.66	1.33	.50	1.16	.66	5.32
Des Moines			31.25	25.00	9.38	21.88	12.50	
	57.06		6.06	8.08	7.89	4.64	3.10	
201			13	5	2	12	10	42
DistEdNH			2.16	.83	.33	1.99	1.66	6.98
Des Moines			30.95	11.90	4.76	28.57	23.81	
	57.00		7.88	5.05	5.26	7.95	7.75	
301			24	7	5	17	23	76
DistEd			3.99	1.16	.83	2.82	3.82	12.62
Ames			31.58	9.21	6.58	22.37	30.26	
	56.73		14.55	7.07	13.16	11.26	17.83	
102		2	10	12	3	6	5	38
OcWkEx		.33	1.66	1.99	.50	1.00	.83	6.31
Hilliard		5.26	26.32	31.58	7.89	15.79	13.16	
	56.54	10.00	6.06	12.12	7.89	3.97	3.88	
103			10	8	1	7	6	32
DistEd			1.66	1.33	.17	1.16	1.00	5.32
Columbus			31.25	25.00	3.13	21.88	18.75	
	53.20		6.06	8.08	2.63	4.64	4.65	
101			7	8	2	6	5	28
OcWkAdj			1.16	1.33	.33	1.00	.83	4.65
Columbus			25.00	28.57	7.14	21.43	17.86	
	51.00		4.24	8.08	5.26	3.97	3.88	
Total		20	165	99	38	151	129	602
		3.32	27.41	16.45	6.31	25.08	21.43	100.00

TABLE 24

Students' Ratings of Most Important Characteristics of Employers in Personalistic Programs (each student indicated the two most important characteristics)

Program Frequency Percent Row Pct Col Pct	Mean PI	No Response	Provides Challenging Responsibilities	Has the Workplace Under Control	Answers Questions Well	Is Clear in Giving Directions	Takes Time to Give Me Advice	Total
401			17	6	3	5	13	44
ExHiIntrn			3.31	1.17	.58	.97	2.53	8.56
Tampa			38.64	13.64	6.82	11.36	29.55	
	63.88		9.88	14.29	6.00	4.76	9.92	
303			5	1	3	5	4	18
EBCE			.97	.19	.58	.97	.78	3.50
Ames			27.78	5.56	16.67	27.78	22.22	
	63.66		2.91	2.38	6.00	4.76	3.05	
504			10	5	9	8	10	42
EBCE			1.95	.97	1.75	1.56	1.95	8.17
Castro Val			23.81	11.90	21.43	19.05	23.81	
	63.00		5.81	11.90	18.00	7.62	7.63	
605		2	8	4	4	7	7	32
IndCarExpl		.39	1.56	.78	.78	1.36	1.36	6.23
Mesa		6.25	25.00	12.50	12.50	21.88	21.88	
	62.21	14.29	4.65	9.52	8.00	6.67	5.34	
406		4	17	5	3	8	13	50
EBCE		.78	3.31	.97	.58	1.56	2.53	9.73
Orlando		8.00	34.00	10.00	6.00	16.00	26.00	
	62.19	28.57	9.88	11.90	6.00	7.62	9.92	
404			11	2	3	5	9	30
ComPartic			2.14	.39	.58	.97	1.75	5.84
Orlando			36.67	6.67	10.00	16.67	30.00	
	60.82		6.40	4.76	6.00	4.76	6.87	
407			10	1	5	1	5	22
ComLab			1.95	.19	.97	.19	.97	4.28
Tampa			45.45	4.55	22.73	4.55	22.73	
	60.60		5.81	2.38	10.00	.95	3.82	
503			10	3	2	6	7	28
StuApprn			1.95	.58	.39	1.17	1.36	5.45
San Fran			35.71	10.71	7.14	21.43	25.00	
			5.81	7.14	4.00	5.71	5.34	
604		2	4	2	1	2	3	14
GrpCarExpl		.39	.78	.39	.19	.39	.58	2.72
Mesa		14.29	28.57	14.29	7.14	14.29	21.43	
	59.82	14.29	2.33	4.76	2.00	1.90	2.29	
405		2	8		5	6	3	24
MedCar		.39	1.56		.97	1.17	.58	4.67
Apopka		8.33	33.33		20.83	25.00	12.50	
	59.61	14.29	4.65		10.00	5.71	2.29	
403			39	3	5	20	31	98
ExHiIntrn			7.59	.58	.97	3.89	6.03	19.07
Orlando			39.80	3.06	5.10	20.41	31.63	
	58.71		22.67	7.14	10.00	19.05	23.66	
701			18	4	6	19	11	58
EBCE-CE2			3.50	.78	1.17	3.70	2.14	11.28
Tigard			31.03	6.90	10.34	32.76	18.97	
	55.09		10.47	9.52	12.00	18.10	8.40	
704		2	4	1	1	4	2	14
CETA-CarEx		.39	.78	.19	.19	.78	.39	2.72
Portland		14.29	28.57	7.14	7.14	28.57	14.29	
	54.62	14.29	2.33	2.38	2.00	3.81	1.53	
506			4			2	4	10
ComIntrn			.78			.39	.78	1.95
Danville			40.00			20.00	40.00	
	54.14		2.33			1.90	3.05	
602		2	7	5		7	9	30
ComServ		.39	1.36	.97		1.36	1.75	5.84
Scottsdale		6.67	23.33	16.67		23.33	30.00	
	52.00	14.29	4.07	11.90		6.67	6.87	
Total		14	172	42	50	105	131	514
		2.72	33.46	8.17	9.73	20.43	25.49	100.00

TABLE 25

Students' Ratings of Quality of Learning at the Worksite in Normative Programs

Program Frequency Percent Row Pct Col Pct	Mean NX	No Response	Most Valuable	Worth-while	O.K.	Frustrating or Waste of Time	Total
402			5	7	3		15
Auto Mech			1.66	2.33	1.00		4.98
Tampa			33.33	46.67	20.00		
	62.88		5.10	5.30	5.45		
502			7	5	7	2	21
WkEx			2.33	1.66	2.33	0.66	6.98
San Fran			33.33	23.81	33.33	9.52	
	61.60		7.14	3.79	12.73	25.00	
703		1	3	4	2		10
CoopWkEx		.33	1.00	1.33	.66		3.32
Milwaukie		10.00	30.00	40.00	20.00		
	61.22	12.50	3.06	3.03	3.64		
302			14	15	4		33
T&I-Coop			4.65	4.98	1.33		10.96
Ames			42.42	45.45	12.12		
	60.69		14.29	11.36	7.27		
203			5	7	1		13
DistEdSH			1.66	2.33	.33		4.32
Des Moines			38.46	53.85	7.69		
	59.83		5.10	5.30	1.82		
501		1	4	3	1		9
WkExEd		.33	1.33	1.00	.33		2.99
Freemont		11.11	44.44	33.33	11.11		
	58.99	12.50	4.08	2.27	1.82		
702		2	2	5	1		10
CETA-HmRp		.66	.66	1.66	.33		3.32
Portland		20.00	20.00	50.00	10.00		
	57.92	25.00	2.04	3.79	1.82		
603			9	7	7		23
DivWkEx			2.99	2.33	2.33		7.64
Phoenix			39.13	30.43	30.43		
	57.68		9.18	5.30	12.73		
505		1	3	9	2		15
CETA-YEP		.33	1.00	2.99	.66		4.98
Oakland		6.67	20.00	60.00	13.33		
	57.60	12.50	3.06	6.82	3.64		
601		1	11	11	3	2	28
CoopEd		.33	3.65	3.65	1.00	.66	9.30
Gilbert		3.57	39.29	39.29	10.71	7.14	
	57.24	12.50	11.22	8.33	5.45	25.00	
202			4	7	5		16
CETA-CBENH			1.33	2.33	1.66		5.32
Des Moines			25.00	43.75	31.25		
	57.06		4.08	5.30	9.09		
201			6	10	5		21
DistEdNH			1.99	3.32	1.66		6.98
Des Moines			28.57	47.62	23.81		
	57.00		6.12	7.58	9.09		
301			12	18	8		38
DistEd			3.99	5.98	2.66		12.62
Ames			31.58	47.37	21.05		
	56.73		12.24	13.64	14.55		
102			4	11	2	2	19
OcWkEx			1.33	3.65	.66	.66	6.31
Hilliard			21.05	57.89	10.53	10.53	
	56.54		4.08	8.33	3.64	25.00	
103		1	8	7			16
DistEd		.33	2.66	2.33			5.32
Columbus		6.25	50.00	43.75			
	53.20	12.50	8.16	5.30			
101		1	1	6	4	2	14
OcWkAdj		.33	.33	1.99	1.33	.66	4.65
Columbus		7.14	7.14	42.86	28.57	14.29	
	51.00	12.50	1.02	4.55	7.27	25.00	
Total		8	98	132	55	8	301
		2.66	32.56	43.85	18.27	2.66	100.00

TABLE 26

Students' Ratings of Quality of Learning at the Worksite Personalistic Programs

Program Frequency Percent Row Pct Col Pct	Mean PT	No Response	Most Valuable	Worth-while	O.K.	Frustrating or Waste of Time	Total
401			11	6	4	1	22
ExHiIntrn			4.28	2.33	1.56	.39	8.56
Tampa			50.00	27.27	18.18	4.55	
	63.88		8.94	6.32	12.90	25.00	
303			5	4			9
EBCE			1.95	1.56			3.50
Ames			55.56	44.44			
	63.66		4.07	4.21			
504			9	10	2		21
EBCE			3.50	3.89	.78		8.17
CastroVal			42.86	47.62	9.52		
	63.00		7.32	10.53	6.45		
605		1	4	7	3	1	16
IndCarExpl		.39	1.56	2.72	1.17	.39	6.23
Mesa		6.25	25.00	43.75	18.75	6.25	
	62.21	25.00	3.25	7.37	9.68	25.00	
406			13	10	2		25
EBCE			5.06	3.89	.78		9.73
Orlando			52.00	40.00	8.00		
	62.19		10.57	10.53	6.45		
404			2	7	5	1	15
ComPartic			78	2.72	1.95	.39	5.84
Orlando			13.33	46.67	33.33	6.67	
	60.82		1.63	7.37	16.13	25.00	
407			4	6	1		11
ComLab			1.56	2.33	.39		4.28
Tampa			36.36	54.55	9.09		
	60.60		3.25	6.32	3.23		
503			6	5	3		14
StuApprn			2.33	1.95	1.17		5.45
San Fran			42.86	35.71	21.43		
	60.55		4.88	5.26	9.68		
604		1	1	2	2	1	7
GrpCarExpl		.39	.39	.78	.78	.39	2.72
Mesa		14.29	14.29	28.57	28.57	14.29	
	59.82	25.00	.81	2.11	6.45	25.00	
405			11	1			12
MedCar			4.28	.39			4.67
Apopka			91.67	8.33			
	59.61		8.94	1.05			
403			30	16	3		49
ExHiIntrn			11.67	6.23	1.17		19.07
Orlando			61.22	32.65	6.12		
	58.71		24.39	16.84	9.68		
701			17	9	3		29
EBCE-CEZ			6.61	3.50	1.17		11.28
Tigard			58.62	31.03	10.34		
	55.09		13.82	9.47	9.68		
704		1	5	1			7
CETA-CarEx		.39	1.95	.39			2.72
Portland		14.29	71.43	14.29			
	54.62	25.00	4.07	1.05			
506			1	2	2		5
CouIntrn			.39	.78	.78		1.95
Danville			20.00	40.00	40.00		
	54.14		.81	2.11	6.45		
602		1	4	9	1		15
ComServ		.39	1.56	3.50	.39		5.84
Scottsdale		6.67	26.67	60.00	6.67		
	52.00	25.00	3.25	9.47	3.23		
Total		4	123	95	31	4	257
		1.56	47.86	36.96	12.06	1.56	100.00

TABLE 27

Students' Ratings of Satisfaction with Worksite Experiences in Normative Programs

Program Frequency Percent Row Pct Col Pct	Mean MI	No Response	Satisfied		Dissatisfied		Other	Total
			Planned Unambiguous Experience	Flexible Democratic Experience	Unplanned Ambiguous Experience	Inflexible Authoritarian Experience		
402			7	6	1	1		15
Auto Mech			2.33	1.99	.33	.33		4.98
Tampa			46.67	40.00	6.67	6.67		
	62.88		5.60	4.80	10.00	33.33		
502		1	8	6	2	1	3	21
WorkExp		.33	2.66	1.99	.66	.33	1.00	6.98
San Fran		4.76	38.10	28.57	9.52	4.76	14.29	
	61.60	12.50	6.40	4.80	20.00	33.33	10.00	
703		1	3	4			2	10
CoopWkEx		.33	1.00	1.33			.66	3.32
Milwaukie		10.00	30.00	40.00			20.00	
	61.22	12.50	2.40	3.20			6.67	
302			18	12	1		2	33
T&I-Coop			5.98	3.99	.33		.66	10.96
Ames			54.55	36.36	3.03		6.06	
	60.69		14.40	9.60	10.00		6.67	
203			4	6	1		2	13
DistEdSH			1.33	1.99	.33		.66	4.32
Des Moines			30.77	46.15	7.69		15.38	
	59.83		3.20	4.80	10.00		6.67	
501		1	4	4				9
WorkExEd		.33	1.33	1.33				2.99
Freemont		11.11	44.44	44.44				
	58.99	12.50	3.20	3.20				
702		2	3	5				10
CETA-HmRp		.66	1.00	1.66				3.32
Portland		20.00	30.00	50.00				
	57.92	25.00	2.40	4.00				
603			13	7			3	23
DivWkEx			4.32	2.33			1.00	7.64
Phoenix			56.52	30.43			13.04	
	57.68		10.40	5.60			10.00	
505		1	9	4			1	15
CETA-YEP		.33	2.99	1.33			.33	4.98
Oakland		6.67	60.00	26.67			6.67	
	57.60	12.50	7.20	3.20			3.33	
601			9	15			4	28
CoopEd			2.99	4.98			1.33	9.30
Gilbert			32.14	53.57			14.29	
	57.24		7.20	12.00			13.33	
202			8	5			3	16
CETA-CBENH			2.66	1.66			1.00	5.32
Des Moines			50.00	31.25			18.75	
	57.06		6.40	4.00			10.00	
201			3	13	3	1	1	21
DistEdNH			1.00	4.32	1.00	.33	.33	6.98
Des Moines			14.29	61.90	14.29	4.76	4.76	
	57.00		2.40	10.40	30.00	33.33	3.33	
301			12	21			5	38
DistEd			3.99	6.98			1.66	12.62
Ames			31.58	55.26			13.16	
	56.73		9.60	16.80			16.67	
102		1	7	7			4	19
OcWkEx		.33	2.33	2.33			1.33	6.31
Hilliard		5.26	36.84	36.84			21.05	
	56.54	12.50	5.60	5.60			13.33	
103			10	5	1			16
DistEd			3.32	1.66	.33			5.32
Columbus			62.50	31.25	6.25			
	53.20		8.00	4.00	10.00			
101		1	7	5	1			14
OcWkAdj		.33	2.33	1.66	.33			4.65
Columbus		7.14	50.00	35.71	7.14			
	51.00	12.50	5.60	4.00	10.00			
Total		8	125	125	10	3	30	301
		2.66	41.53	41.53	3.32	1.00	9.97	100.00

TABLE 28

Students' Ratings of Satisfaction with Worksite Experiences in Personalistic Programs

			Satisfied		Dissatisfied			
Program Frequency Percent Row Pct Col Pct	Mean PZ	No Response	Planned Unambiguous Experience	Flexible Democratic Experience	Unplanned Ambiguous Experience	Inflexible Authoritarian Experience	Other	Total
401			2	14	2	1	3	22
ExHiIntrn			.78	5.45	.78	.39	1.17	8.56
Tampa			9.09	63.64	9.09	4.55	13.64	
	63.88		2.63	11.29	12.50	14.29	10.71	
303			6	2			1	9
EBCE			2.33	.78			.39	3.50
Ames			66.67	22.22			11.11	
	63.66		7.89	1.61			3.57	
504		1	3	12	1		4	21
EBCE		.39	1.17	4.67	.39		1.56	8.17
Castro Val		4.76	14.29	57.14	4.76		19.05	
	63.00	16.67	3.95	9.68	6.25		14.29	
605		1	6	4	1	1	3	16
IndCarExpl		.39	2.33	1.56	.39	.39	1.17	6.23
Mesa		6.25	37.50	25.00	6.25	6.25	18.75	
	62.21	16.67	7.89	3.23	6.25	14.29	10.71	
406			11	11	3			25
EBCE			4.28	4.28	1.17			9.73
Orlando			44.00	44.00	12.00			
	62.19		14.47	8.87	18.75			
404			1	8	2	1	3	15
ComPartic			.39	3.11	.78	.39	1.17	5.84
Orlando			6.67	53.33	13.33	6.67	20.00	
	60.82		1.32	6.45	12.50	14.29	10.71	
407			3	6	1	1		11
ComLab			1.17	2.33	.39	.39		4.28
Tampa			27.27	54.55	9.09	9.09		
	60.60		3.95	4.84	6.25	14.29		
503			6	5	1		2	14
StuApprn			2.33	1.95	.39		.78	5.45
San Fran			42.86	35.71	7.14		14.29	
	60.55		7.89	4.03	6.25		7.14	
604		1	2	2	1	1		7
GrpCarExpl		.39	.78	.78	.39	.39		2.72
Mesa		14.29	28.57	28.57	14.29	14.29		
	59.82	16.67	2.63	1.61	6.25	14.29		
405			8	2			2	12
MedCar			3.11	.78			.78	4.67
Apopka			66.67	16.67			16.67	
	59.61		10.53	1.61			7.14	
403		1	11	28	2	1	6	49
ExHiIntrn		.39	4.28	10.89	.78	.39	2.33	19.07
Orlando		2.04	22.45	57.14	4.08	2.04	12.24	
	58.71	16.67	14.47	22.58	12.50	14.29	21.43	
701			10	17	1		1	29
EBCE-CE2			3.89	6.61	.39		.39	11.28
Tigard			34.48	58.62	3.45		3.45	
	55.09		13.16	13.71	6.25		3.57	
704		1	6					7
CETA-CarEx		.39	2.33					2.72
Portland		14.29	85.71					
	54.62	16.67	7.89					
506				2		1	2	5
ComIntrn				.78		.39	.78	1.95
Danville				40.00		20.00	40.00	
	54.14			1.61		14.29	7.14	
602		1	1	11	1		1	15
ComServ		.39	.39	4.28	.39		.39	5.84
Scottsdale		6.67	6.67	73.33	6.67		6.67	
	52.00	16.67	1.32	8.87	6.25		3.57	
Total		6	76	124	16	7	28	257
		2.33	29.57	48.25	6.23	2.72	10.89	100.00

TABLE 29

Students' Ratings of Learner Outcomes in Normative Programs (each student indicated the two most valuable outcomes)

Program Frequency Percent Row Pct Col Pct	Mean PI	No Response	Getting Work Experience	Being Treated Like an Adult	Learning a Skill	Learning Responsibility	Getting Career Direction	Organizing My Own Learning Experiences	Making Money	Total
402			7	1	5	7	2	1	7	30
AutoMech			1.16	.17	.83	1.16	.33	.17	1.16	4.98
Tampa			23.33	3.33	16.67	23.33	6.67	3.33	23.33	
	62.88		4.19	1.75	6.10	5.00	2.82	8.33	13.46	
502		4	10	7	4	7	6	2	2	42
WorkExp		8.66	1.66	1.16	.66	1.16	1.00	.33	.33	6.98
San Franc		9.52	23.81	16.67	9.52	16.67	14.29	4.76	4.76	
	61.60	19.05	5.99	12.28	4.88	5.00	8.45	16.67	3.85	
703		2	4	2	3	4	2		3	20
CoopWkEx		.33	.66	.33	.50	.66	.33		.50	3.32
Milwaukie		10.00	20.00	10.00	15.00	20.00	10.00		15.00	
	61.22	9.52	2.40	3.51	3.66	2.86	2.82		5.77	
302			21	5	14	16	4		6	66
T&I-Coop			3.49	.83	2.33	2.66	.66		1.00	10.96
Ames			31.82	7.58	21.21	24.24	6.06		9.09	
	60.69		12.57	8.77	17.07	11.43	5.63		11.54	
203			8	2	3	7	3	1	2	26
DistEdSH			1.33	.33	.50	1.16	.50	.17	.33	4.32
Desmoines			30.77	7.69	11.54	26.92	11.54	3.85	7.69	
	59.83		4.79	3.51	3.66	5.00	4.23	8.33	3.85	
501		2	1		1	9	5			18
WorkExEd		.33	.17		.17	1.50	.83			2.99
Freemont		11.11	5.56		5.56	50.00	27.78			
	58.99	9.52	.60		1.22	6.43	7.04			
702		4	6	1	6	2	1			20
CETA-HmRp		.66	1.00	.17	1.00	.33	.17			3.32
Portland		20.00	30.00	5.00	30.00	10.00	5.00			
	57.92	19.05	3.59	1.75	7.32	1.43	1.41			
603			14	7	5	14	4		2	46
DivWkEx			2.33	1.16	.83	2.33	.66		.33	7.64
Phoenix			30.43	15.22	10.87	30.43	8.70		4.35	
	57.68		8.38	12.28	6.10	10.00	5.63		3.85	
505		4	12		5	5	2		2	30
CETA-YEP		.66	1.99		.83	.83	.33		.33	4.98
Oakland		13.33	40.00		16.67	16.67	6.67		6.67	
	57.60	19.05	7.19		6.10	3.57	2.82		3.85	
601			14	3	10	11	10	1	7	56
CoopEd			2.33	.50	1.66	1.83	1.66	.17	1.16	9.30
Gilbert			25.00	5.36	17.86	19.64	17.86	1.79	12.50	
	57.24		8.38	5.26	12.20	7.86	14.08	8.33	13.46	
202			11	4	7	2	6		2	32
CETA-CBEMH			1.83	.66	1.16	.33	1.00		.33	5.32
Des Moines			34.38	12.50	21.88	6.25	18.75		6.25	
	57.06		6.59	7.02	8.54	1.43	8.45		3.85	
201		1	14	6	5	6	4	1	5	42
DistEdHJ		.17	2.33	1.00	.83	1.00	.66	.17	.83	6.98
Des Moines		2.38	33.33	14.29	11.90	14.29	9.52	2.38	11.90	
	57.00	4.76	8.38	10.53	6.10	4.29	5.63	8.33	9.62	
301			21	7	5	28	11		4	76
DistEd			3.49	1.16	.83	4.65	1.83		.66	12.62
Ames			27.63	9.21	6.58	36.84	14.47		5.26	
	56.73		12.57	12.28	6.10	20.00	15.49		7.69	
102		2	10	6	5	4	4	1	6	38
OcWkEx		.33	1.66	1.00	.83	.66	.66	.17	1.00	6.31
Hilliard		5.26	26.32	15.79	13.16	10.53	10.53	2.63	15.79	
	56.54	9.52	3.99	10.53	6.10	2.86	5.63	8.33	11.54	
103			6	1	2	12	7	3	1	32
DistEd			1.00	.17	.33	1.99	1.16	.50	.17	5.32
Columbus			18.75	3.13	6.25	37.50	21.88	9.38	3.13	
	53.20		3.59	1.75	2.44	8.57	9.86	25.00	1.92	
101		2	8	5	2	6		2	3	28
OcWkAdj		.33	1.33	.83	.33	1.00		.33	.50	4.65
Columbus		7.14	28.57	17.86	7.14	21.43		7.14	10.71	
	51.00	9.52	4.79	8.77	2.44	4.29		16.67	5.77	
Total		21	167	57	82	140	71	12	52	602
		3.49	27.74	9.47	13.62	23.26	11.79	1.99	8.64	100.00

TABLE 30

Students' Ratings of Learner Outcomes in Personalistic Programs (each student indicated the two most valuable outcomes)

Program Frequency Percent Row Pct Col Pct	Mean Pt	No Response	Getting Work Experience	Being Treated Like an Adult	Learning a Skill	Learning Responsibility	Getting Career Direction	Organizing My Own Learning Experiences	Making Money	Total
401			4	9	2	18	[illegible]	6		44
ExHiIntrn			.78	1.75	.39	3.50	.97	1.17		8.56
Tampa			9.09	20.45	4.55	40.91	11.36	13.64		
	63.88		5.13	12.16	5.00	15.79	3.50	13.95		
303			5	1	3	4	5			18
EBCE			.97	.19	.58	.78	.97			3.50
Ames			27.78	5.56	16.67	22.22	27.78			
	63.66		6.41	1.35	7.50	3.51	3.50			
504		1	5	6	4	7	10	9		42
EBCE		.19	.97	1.17	.78	1.36	1.95	1.75		8.17
CastroVal		2.38	11.90	14.29	9.52	16.67	23.81	21.43		
	63.00	5.56	6.41	8.11	10.00	6.14	6.99	20.93		
605		2	7	3	2	6	7	3	2	32
IndCarExpl		.39	1.36	.58	.39	1.17	1.36	.58	.39	6.23
Mesa		6.25	21.88	9.38	6.25	18.75	21.88	9.38	6.25	
	62.21	11.11	8.97	4.05	5.00	5.26	4.90	6.98	50.00	
406		4	8	5	2	8	17	5	1	50
EBCE		.78	1.56	.97	.39	1.56	3.31	.97	.19	9.73
Orlando		8.00	16.00	10.00	4.00	16.00	34.00	10.00	2.00	
	62.19	22.22	10.26	6.76	5.00	7.02	11.89	11.63	25.00	
404			1	6	4	10	4	5		30
ComPartic			.19	1.17	.78	1.95	.78	.97		5.84
Orlando			3.33	20.00	13.33	33.33	13.33	16.67		
	60.82		1.28	8.11	10.00	8.77	2.80	11.63		
407			3	1	4	3	10	1		22
ComLab			.58	.19	.78	.58	1.95	.19		4.28
Tampa			13.64	4.55	18.18	13.64	45.45	4.55		
	60.60		3.85	1.35	10.00	2.63	6.99	2.33		
503			5	2	2	7	10	1	1	28
StuApprn			.97	.39	.39	1.26	1.95	.19	.19	5.45
San Fran			17.86	7.14	7.14	25.00	35.71	3.57	3.57	
	60.55		6.41	2.70	5.00	6.14	6.99	2.33	25.00	
604		4	1	3		4	2			14
GrpCarExpl		.78	.19	.58		.78	.39			2.72
Mesa		28.57	7.14	21.43		28.57	14.29			
	59.82	22.22	1.28	4.05		3.51	1.40			
405		2	3	1	1	7	8	2		24
MedCar		.39	.59	.19	.19	1.36	1.56	.39		4.67
Apopka		8.33	12.50	4.17	4.17	29.17	33.33	8.33		
	59.61	11.11	3.85	1.35	2.50	6.14	5.59	4.65		
403			16	23	4	14	38	3		98
ExHiIntrn			3.11	4.47	.78	2.72	7.39	.58		19.07
Orlando			16.33	23.47	4.08	14.29	38.78	3.06		
	58.71		20.51	31.08	10.00	12.28	26.57	6.98		
701		1	12	6	7	12	16	4		58
EBCE-CE2		.19	2.33	1.17	1.36	2.33	3.11	.78		11.28
Tigard		1.72	20.69	10.34	12.07	20.69	27.59	6.90		
	55.09	5.56	15.38	8.11	17.50	10.53	11.19	9.30		
704		2	2	2		3	5			14
CETA-CarEx		.39	.39	.39		.58	.97			2.72
Portland		14.29	14.29	14.29		21.43	35.71			
	54.62	11.11	2.56	2.70		2.63	3.50			
506			1	2	2	1	3	1		10
ComIntrn			.19	.39	.39	.19	.58	.19		1.95
Danville			10.00	20.00	20.00	10.00	30.00	10.00		
	54.14		1.28	2.70	5.00	.88	2.10	2.33		
602		2	5	4	3	10	3	3		30
ComServ		.39	.97	.78	.58	1.95	.58	.58		5.84
Scottsdale		6.67	16.67	13.33	10.00	33.33	10.00	10.00		
	52.00	11.11	6.41	5.41	7.50	8.77	2.10	6.98		
Total		18	78	74	40	114	143	43	4	514
		3.50	15.18	14.40	7.78	22.18	27.82	8.37	.78	100.00

APPENDIX E

REVISED INSTRUMENT

APPENDIX E

Revised Instrument
(Student Form)

REMEMBER: Read both sides of the item before you put your 10 points in the boxes. Give more points to the statement that describes your experiences better.

		Item #		
The main purpose of the program is training that helps me to develop job skills and work habits.	☐	(1)	☐	The main purpose of the program is personal development that helps me to better understand myself and my educational goals.
The major career outcome of this program is exploring possible career choices.	☐	(2)	☐	The major career outcome of this program is getting work experience so I can enter the job market.
This program helps me establish myself as a regular worker.	☐	(3)	☐	This program helps me learn more about myself and the different personal and educational goals I can achieve.
The main responsibility of the program coordinator is to help me plan and carry out experiences to meet my learning needs and interests.	☐	(4)	☐	The main responsibility of the program coordinator is to help me learn job requirements and meet employer's expectations.
I rely mostly on the opinions of experienced workers for an understanding of what I am getting out of my worksite experiences.	☐	(5)	☐	I talk a lot with peers, teachers, and others to help me get a better understanding of what my worksite experiences mean for my future plans.
When I am at the worksite, I get to choose a lot of the activities I do.	☐	(6)	☐	When I am at the worksite, almost all my work is what the supervisor tells me to do.
When I am at the worksite, I spend most of the time observing and trying out a variety of jobs and occupations.	☐	(7)	☐	When I am at the worksite, I am working at one specific job or occupation.
My role at the worksite is that of an employee--people expect me to be there to do my job.	☐	(8)	☐	My role at the worksite is that of a learner--I learn by observing and assisting others with their work.
My worksite supervisor relates to me as an employer, telling me what to do and checking to make sure I do it right.	☐	(9)	☐	My worksite supervisor relates to me more as a friend than an employer, helping me with learning activities and career planning.

CHECK: The points in each set of boxes should add up to 10 or less. (Revised 11/30/80, R.J. Miguel)

NOTE TO READER: Statements on the left are normative for items 1, 3, 5, 8, 9 and personalistic for 2, 4, 6, 7. Statements on the right are the opposite. For example:
normative (1) personalistic
personalistic (2) normative

Revised Instrument (Student Form)--continued

Please answer the following questions about yourself. Check the answers that apply to you or fill in the blanks. Make sure your answers are as complete and accurate as possible.

1. What is your age?

__12 __13 __14 __15 __16 __17 __18 __19 __20

2. What is your sex?

__ Male __ Female

3. What is your overall grade point average for this school year?

__A __B __C __D __F

If you use a different grading system, what is your average for the year?

My overall average for grades is ______ on a scale of _______.

4. On the average how many hours a week do you spend at the worksite?

______ hours a week

5. How many weeks have you been in this program?

_______ weeks

6. Are you paid for the work-related experiences of your program?

__Yes __No __No, but I do get paid for working extra hours.

7. Does your school give credits for your program experiences?

__Yes __No

8. What is your father's occupation?

____

Revised Instrument (Student Form)--continued

Please answer the following questions about your program experiences at the worksite.

1. A good employer/sponsor should . . . check two

__ give me interesting and challenging responsibilities

__ have the workplace under control

__ answer questions well

__ be clear in telling me what to do and how to do it

__ take time to give me helpful advice

2. Please rate the value of your workplace-based experience. check one

__ one of the most valuable learning experiences I have had

__ a very worthwhile experience

__ it has been OK

__ frustrating or a waste of time

3. Which statement best describes your satisfaction with your worksite experience? check one

__ I am satisfied because it is well organized--people explain clearly what I am supposed to do

__ I am satisfied because it is flexible and I have some freedom to plan my activities

__ I am dissatisfied because nothing is planned for me. I'm often on my own and not sure what I am supposed to do

__ I am dissatisfied because it is too strict and structured. I have little freedom or flexibility

__ Other (Please explain) I am ______________________________

____

4. The two best things I get from this community work experience are . . . check two

__ getting work experience

__ being treated as an adult

__ learning a skill

__ learning to be reliable and responsible

__ getting some career direction

__ organizing my own learning projects

__ the salary

Source: The items on this page were designed by Louise E. Wasson of the National Center for Research in Vocational Education for another study. The author wishes to express appreciation to her for their inclusion in this study.

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